

**SIGNIFICANCE OF MIND MAPPING IN IMPROVING THE STUDENTS'  
WRITING SKILL AMONG THE 2ND YEAR AT SMP N 2 YOGYAKARTA  
IN THE ACADEMIC YEAR 2012-2013**

**A Thesis**

**Presented as Partial Fulfillment of the Requirements for the Attainment of the  
Sarjana Pendidikan Degree in English Language Education**



**By:**

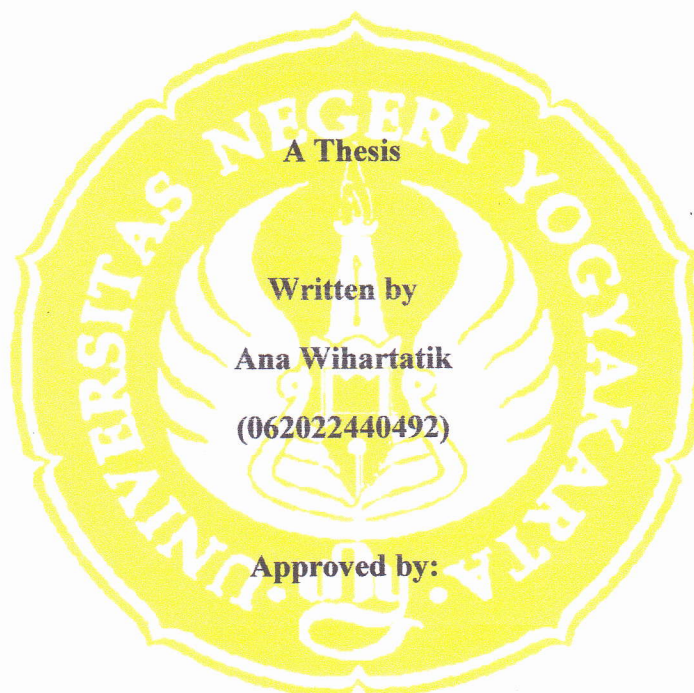
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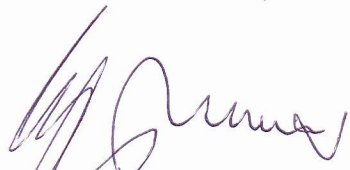
## APPROVAL SHEET

**SIGNIFICANCE OF MIND MAPPING IN IMPROVING THE STUDENTS'  
WRITING SKILL AMONG THE 2ND YEAR AT SMP N 2 YOGYAKARTA  
IN THE ACADEMIC YEAR 2012-2013**




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WRITING ABILITY SKILL AMONG THE 2ND YEAR AT SMP N 2  
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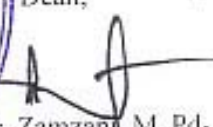
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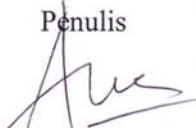
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THE STUDENTS' WRITING SKILL AMONG THE  
2ND YEAR AT SMP N 2 YOGYAKARTA IN THE  
ACADEMIC YEAR 2012-2013**

Menyatakan bahwa karya ilmiah ini adalah hasil penelitian saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara etika penulisan karya ilmiah yang lazim.

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Ana Wihartatik

## **MOTTOS**

**“Life’s full of ups and downs. That’s why we need inspirations and actions from time to time, to remind us about how blessed we are, how much God loves us and how beautiful this life can be”**

(Motivation Words)

**Wa man jaahada fa-innamaa yujaahidu linafsihi (QS Al-Ankabut 29: 6)**

(Barangsiapa bersungguh-sungguh, sesungguhnya kesungguhannya itu adalah untuk dirinya sendiri)

**“Hendaklah kamu semua mengusahakan ilmu pengetahuan itu sebelum dilenyapkan. Lenyapnya ilmu pengetahuan ialah dengan matinya orang-orang yang memberikan atau mengajarkannya. Seorang itu tidaklah dilahirkan langsung pandai, jadi ilmu pengetahuan itu pastilah harus dengan belajar” (Ibnu Mas’ud r.a)**

## **DEDICATIONS**

*In the name of Allah, I dedicate my thesis for:*

*My beloved Mother and Father (Widarti & Sihono)  
Thanks for your long lasting love, prayer and kindness.*

*My sister (Enindita Prastiwi & Rayi Andita Prastiwi)  
My dear (M. Khairun Nazhirin)  
Thanks for the patience, big supports and prayers along my life.*

*My best friends (K-Klan: Gita, Pras, Fazri, dewi, Indra & Brother-  
Sister-claimed: Mas Koko, Mas Amri, Indah, Bang Ajonk, Dek  
Fafa, Adis, Eko 'markonah')  
Thanks for your support and advice.*

*All my friends  
Thanks for giving spirit and for coloring my life.*

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Finally, I hope that this thesis is useful for the students of English Education Department. However, I realize that this thesis is far from being perfect; therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, Mei 2013

The Researcher

Ana Wihartatik



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06202244092**

**ABSTRACT**

This study is action research that aims to improve the students' achievement in writing by using mind mapping for Grade VIIIF at SMPN 2 Yogyakarta. Based on the preliminary observation, there were some problems in the writing teaching and learning process, namely the teacher-centered activities, the students' lack of vocabulary mastery, the students' ungrammatical correct sentences, and the students' low motivation in joining the teaching and learning process. It was concluded that the students needed a new technique and some practices to improve their writing ability. Therefore, the research team decided to use mind mapping in order to provide wider opportunities to the students in exploring their knowledge.

This study consisted of two cycles, involving 34 students of Class VIIIA. In conducting this research, the researcher collaborated with the English teacher as a collaborator and the students of Class VIIIF. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing the students and the collaborator about the implemented actions. The qualitative data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' writing skills through the test after each cycle. The qualitative data were analyzed using the qualitative data analysis proposed by Burns (1999). The quantitative data were in the form of students' scores in the implemented activities and the main projects. Then, they were analyzed quantitatively to find the mean in order to show the improvement of the students' achievement in writing.

The results of Cycle I show that the implementation of mind mapping which implemented interesting activities, using classroom discussion and pair work, managing the classroom and giving oral and written feedback succeed in improving the students' writing skill along the process of the English teaching and learning. Although it improved, the improvement was excellent. Their ability in writing skill was so improved. Before the implementation of mind mapping, there were two students whose were categorized in poor, 10 students were categorized as fair, and 16 students were categorized in good level. Meanwhile, in post test, the implementation of mind mapping was successfully improving the students' writing skill and their involvement. The findings were supported by the means of the students' writing scores which had improved from 11.56 in the pre test and 18.16 in post test.





# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

The technology of communication opens our chances up widely to get information about the world. Communication is about using language. People will always use a language to make an interaction in their social life, like expressing their feelings and thoughts and simulates action and reaction. This reality insists us to learn something which is important in communication and it is learning a language. Learning a language covers four skills and they are: reading, listening, speaking, and writing which each skill has its own requirement and characteristic.

One of those skills which is often used to communicate or express anything except speaking is writing. Writing is how a person expresses ideas, thoughts, science, knowledge and his or her life experiences in a clearly written text which is well-organized, expressive, readable, and understood by others. There are some advantages when we write and they are: (a) writing could be media to express our feeling and ideas about something which is considered important and worth to be written; (b) writing is a media to facilitate talents in writing; (c) writing can train someone to criticize and explore ideas about one or more things and writing becomes a manifestation of ability and skill in learning a language that becomes the last skill which is acquired by students after listening, speaking,

and reading. This ability is more difficult to be obtained because it requires mastery of some elements in language and out of language such as creativity (Nurgiantoro, 1988: 270-271).

When the researcher joined the program PPL at academic year 2009/1010, the researcher observed and found some problems dealing with the writing ability. The students did not know how to write a good text. There are five aspects in writing that should be mastered. Those are: content, organization, language used, vocabulary, and mechanics (spelling and punctuation). Those problems were found when the students wrote a text. Besides, the students seemed confused what they should write at the first time. They seemed confused to organize their ideas. That is why the researcher tried to do a research which the mainly aim is to find and give solution to the problems existed.

Besides of those past experiences, based on the interview to the students, they admitted that English is very important for their future. Moreover, they admitted that they need the best score to pass the last grade of junior high school. The English teacher admitted too that writing is the hardest skill. The English teacher admitted that the students' writing ability is low.

## **B. Identification of the problems**

From the observation which was held in class VIII SMP N 2 Yogyakarta, the students' writing ability was low. That judgment was decided from some

factors. The factors came from the students, the teacher, the used of media and the classroom management. Those factors can be elaborated below.

#### 1. The students

The factor which comes from the students was divided by two aspects; they were the students' motivation and their writing ability.

##### a. The students' motivation

Every student had his or her own competence and personality. The students' competence and personality would determine their involvement in every teaching-learning process. Teacher might know competence and personality of his or her students by students' participation in whole process of teaching and learning. The students' participation determined the successful or unsuccessful of a writing class.

Based on the observation, the researcher identified some problems dealing with the motivation. The students were seem not attracted to the process and based on the interview which have been held by the researcher (can be seen on Appendix B: interview transcript) the causes were the teacher often used the same technique or material in every writing class meeting which means that the teacher had no variation in delivering materials. Another problem was the students were so lazy to use their dictionary. They rather chose to ask directly to the teacher the answer for every task. The teacher did not tell something which supports them to use their dictionary or to motivate them to work by their ability.

Based on those problems, then the researcher concluded two crucial problems. They are about how the students' motivation in joining the class and their writing ability. The motivation was not come by itself but, the teacher should provide material and the way of teaching which motivate the students and the students should have a will to motivate them selves in joining the class and they should know how to write a good text in five aspects in writing (content, organization, grammar, vocabulary, and mechanics).

b. The students' writing ability

There were some aspects that the researcher find as the identification of the problem along the observation was held.

a) Delivering message

The first obstacle for them as the starting point for writing a text was the idea or the title itself was used to represent the message that they want to write. From the title or the idea, we could see what they want to write about. The body of the text sometimes was not relevant with the title. They also had difficulties in generating the idea or lack to find supporting sentences. Usually, they had ideas in their mind, but they could not put it into their writing.

b) Linguistic features

The low of their writing ability could be seen in the aspect of linguistics features. The students often made some errors on grammatical accuracy.

c) Organization

The students' writing was not well composed. They often and most of them write a text in wrong generic structure of a text. They also often forgot to write a conclusion or supporting detail. There are some basic characteristics of good writing: it has a clearly defined purpose; it makes a clear point; it supports that point with specific information; the information is clearly connected and arranged; the words are appropriate, and the sentences are clear, concise, emphatic, and correct. The fact was that their writing lacks of cohesion and coherence. Cohesion could be thought of as all the grammatical and lexical links that link one part to another. This included the use of synonyms, lexical sets, pronouns, verbs tenses, time references, grammatical reference, etc. for example: 'it', 'neither', and 'this' all refer to an idea previously mentioned. 'first of all', 'then', and 'after that' help to sequence a text. 'however', 'in addition' and 'for instance' links ideas and arguments in a text. Coherence could be thought of as how meanings and sequences of ideas relate to each other. When sentences, ideas, and details fit together clearly, readers

could follow along easily, and writing was coherent. The ideas tied together smoothly and clearly. They also often forgot to use cohesive devices. Cohesive devices include transitional words and phrases, such as therefore, furthermore, or for instance, that clarify for readers the relationship among ideas in writing. Repetition of words and used of reference words were also needed for cohesion.

d) Writing mechanism

The last aspect was writing mechanism which is included spelling, punctuation, capitalization, unnecessary repetition and sometimes they used inappropriate words.

## 2. Teacher

The teacher's competence and personality influence students' involvement in a teaching-learning process. A teacher who has high level of knowledge and thinking ability on how to teach and master the materials well will potentially encourage students to be involved in a teaching-learning process. A teacher who is able to utilize his or her psychomotor to the optimum will potentially be able to encourage the students' involvement in the process. The teacher's attitude toward all the other learning components in general, the students in particular, will influence the teacher's performance in communicating and making interaction with his or her students. Having

positive characters like being kind, patient, and humorous, etc., a teacher will be able to promote students' positive behavior.

The fact that the English teacher could not really give solution to their problems that exist in writing class, such as she only used the same method along the process, the teacher was not firm to the class. The interaction that the teacher do while she explained the materials was actually good for example used loudly sound and tried not to be a center of the class. But, in reality, those were not enough to make the good process of teaching and learning. There was a lot of ignorance which the teacher did along the process.

### 3. Classroom Management

The classroom management which was applied by the teachers was not effective enough, so there were some students who did not pay attention along the class, or there were some students who did some activities with their cell-phone, or any kinds of activities which actually disturbed the process.

They were seem have private activity with their mobile phone or have quite disturbing activity with their friends, such as talking loudly, yelling out, or even singing. The researcher paid attention to what the teacher would do regarding to that quite disturbing situation. In fact, the teacher sometimes ignores that situation. The teacher only called the student who made the class more noise without any punishment and the teacher just continued her explanation.



The other was there are some students who wear inappropriate uniform. There were some students who did not wear shoes yet. Those students considered that situation was a commonly thing because the class before was sport. Based on this fact, the researcher identified that there was disability of controlling class by the teacher which mean the management of the class was low.

#### 4. Media

The teacher could not provide the interesting material by using some technologies which make the students pay attention along the process. Once the teacher use the media which provided in the class, like LCD, the teacher used broken cable which made preview material was not interesting because the color was in pink. Besides, no variation in delivering the materials The teacher only used text book, give task to the students from the text book.

### **C. Delimitation of the Problem**

According to the identification of the problem, there are many problems found in the students' writing in SMP N 2 Yogyakarta. However, because of the limitation of time and ability, this study cannot deal with all of those problems. This study deals with the problems and the suitable solution of the writing teaching technique related to the students' writing skill.

The research focuses on the method which is *Mind-Mapping* that would be applied along the process and the effect of the applied method as the way out to solve the problems that exist. *Mind-Mapping* is a method that will construct their ideas, sentence elements, and tenses, in paragraphs based on the genre of text that they will write on. This method will help students to write in good text which the three aspects (message, linguistic features, and organization) can be well presented in a text. This method also will stimulate their creativity in arranging a good text

This research applied a classroom action research (AR) approach in which the actions are conducted collaboratively. The problems are determined collaboratively by all the research members in the field. The selection of the problems is conducted through reconnaissance, including identifying all the problems found in the field and selecting the problems gradually based on the level of difficulty, urgency, and feasibility in being overcome. This research is limited on the use of mind mapping to help student forming a good text based on ideas that would be developed, well-organized and good in lexical grammatical features.

#### **D. Formulation of the Problems**

The researcher formulates the problems as follows:

1. What is the effective action to improve the students' writing ability like?

2. How should mind mapping be implemented in teaching-learning process in writing?
3. How is writing improvement carried out through mind mapping?

### **E. Research Objectives**

This research have some objectives, they are:

1. To describe the students' writing skill before the treatment?
2. To describe some factors that influence their writing ability
3. To develop action plans based on the factors and students' writing
4. To describe the implementation of the planned action
5. To find out the significance of mind mapping in the students' writing skill.
6. To find out whether the use of mind mapping can change the negative activities to be positive activities.

### **F. Research Significances**

This research is expected to be:

1. Theoretically, this research will give a new concept or perspective in giving a new technique by mind mapping to improve the students' writing skills.
2. Practically, the result of this research will be beneficial for several purposes

- a. For the researcher, this research is expected to give a new knowledge and experience along the research
- b. For the teachers, it may be used as an alternative technique to increase the students' achievement.
- c. For the students, it gives a training and also as the way out to solve some problems on how to make a good text

### 3. Research and Development Program

For the other researchers, it can be a starting point to carry out the other studies especially on writing skills.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Description**

Based on the objective of the study mentioned in Chapter 1, this chapter deals with theories related to terms and issues engaged within this research and also the researchers' conceptual framework

##### **a. The nature of writing**

Writing can be defined as an activity in delivering message (communication) by using written language as media instrument (Suparno and Yunus in Slamet, 2007: 96). Meanwhile Puji Santosa, friends (2008: 6.14) said that writing can be considered as a process or a result. Writing is finding or figuring up graphic illustration then figures a language that can be understood by someone so that it can be read by another if they understand the language and its graphic illustration (Tarigan in Muchlisoh, 1993: 233). According to Byrne in Slamet (2008: 141), writing skill in nature does not only skill of writing graphic symbols to produce words which then to be sentence based on certain rule, but also it is the skill in delivering ideas into written language which is intact, complete, and clear so that those ideas can be communicated successfully to the readers.

According to Lado in Agus Suriamiharja, Akhlan Husen, and Nunuy Nurjanah (1997: 1) to write is to put down the graphic symbols that represent

language one understand, so that other can read these graphic representations. It can be defined that writing is an activity in expressing thought into graphic symbols to unite language that can be understood, so that another one can read those language symbols.

Whereas according to Sujanto (1988: 60) writing is a growing process by doing exercise many times. As a processing writing is connected activities which happen and involve some phases: pre-writing phase, writing (developing ideas), and post-writing (examine and revision or completing of writing) which need a lot of exercises (St. Y. Slamet, 2007: 97). Along with Sujanto, Sri Hastuti in St. Y. Slamet, (2007: 98) said that:

beside as a process, writing also a complex activity because it involved the way of thinking and as a demand related to writing technique, such as: (1) there are unity ideas; (2) using clearly sentences; (3) well-arranged paragraphs; (4) using correct spelling principle; (5) mastering vocabulary.

In writing activity, it is needed a complexity to arrange good paragraph which involve: (1) grammatical skill; (2) delivering ideas; (3) stylistic skill; (4) mechanism skill; (5) deciding skill (Heaton in Slamet, 2008: 142). Along with those things, writing ability based on Akhadiyah (1994: 2) is a complex skill that requires some knowledge and skill. Related to its complexity, the activity that is needed to get through learning process and intense exercise.

De Porter and Hernacki (2006: 179) explain that writing is about whole brain activity that uses right-brain (emotional) and left-brain (logical). Based on this, which is logical part is planning, outline, grammatical, exploring, re-

writing, research, and punctuation. Meanwhile emotional parts are spirit, spontaneous, emotion, color, imagination, passion, new things, and fun.

Based on those they can be defined that writing is related to process activities that are complex which need steps and deliver those into writing so that the readers can understand its content from ideas which are delivered. In another words is that writing is related activities that will produce thought and feeling through writing which is delivered to the readers.

In making of writing, there are some elements needed. Based on David P. Haris in Slamet (2007: 108), writing process should seize at least 5 elements: (1) content, the writer's ideas which will be delivering; (2) type of writing, it is an arrangement of ideas; (3) grammar, language principle which language patterns are included; (4) stylistic, it is about chosen structure and vocabularies to give certain tone to that writing; (5) spelling and punctuation, it is about using steps in writing of written language symbols.

As have been mentioned before that writing is not about just write about anything that want to be written, but also writing must consider some things to have good writing. Good writing means well-organized writing. Well-organized writing helps with the structure of the research paper and allows the writer to clarify his/her thoughts. For example, Organization helps the writer to form an outline or thesis statement of an essay and then a thesis statement help the reader to gain the purpose and direction of a story or article. The writing advantages

Writing is an activity which has a lot of advantages that can be applied by writer him or herself. According to Akhadiyah, and friends (1994: 1-2) there are some advantages:

- a) Writing can make us recognize our own potential capabilities and through this activity, we may develop our ideas. It can develop any kinds of ideas or thought that will be delivered through writing. By writing we let our brain to think over about how to generate one idea into some paragraph. One simple idea can be some pages that someone else can read them. Along the process, we may recognize our ability in writing. By writing we will know how far we explore our knowledge about a topic.
- b) It can help us to explore our knowledge to write not only in theoretically, but also in practically through writing. Writing activities force us to absorb more, search for, and master information related to topics that will be written. Writing is not only about write some sentences with its rule, but also in writing, we must add some information. In writing we should also be able to use our sense: connection between the facts and compare them that might never be found if we do not write. That is why by writing, it will helps us to explore knowledge about anything that will make our writing becomes worth to be read.
- c) Some absurd things might be explained and cleared through writing. Write a systematic means of organizing ideas and express them explicitly. So, we can explain the problems that initially absurd. By adding some



information such as some research results of some case studies, our writing becomes worth to be read and also we may believe of one thing that it's absurd at the first time.

- d) By writing, we can judge our ideas objectively. When someone writes a text, it is also about judge our ideas objectively. We may freely judge our writing is right or good writing. But, it is not about only judge as like as we want. Those judgments are obtained by do some research and exploring ideas and knowledge. Through writing, we can review and assess our ideas.
- e) The problems that exist can be solved concretely through writing. By writing on paper, we will more easily solve the problem, which is by analyzing explicitly, in a more concrete context. We may start writing with one of background of the problem, but at the end we will have conclusion that it is the answer of the problem persist at the first time. Just like writing a research. We start it with some problems, and then we will get answer through research. By some exploring and elaborating knowledge and information we can have concrete solved problem.
- f) By writing we can be motivated to learn and reading more diligently and it shall encourage us to be active learning. The writer can be a founder or problem solver and not only as copy-paste others information. Writing insists us to be more diligent because it leads us to do something right.

Through writing, the writer can be used to think and speak using language properly.

By explanation above, it is clear that by writing someone may be able to recognize her or his potential ability. The writer will know how far his or her knowledge about one topic or things that will be write on. For developing that topic, the writer must think and dig for deep that knowledge and experience.

Writing simple one technically is demanded to fulfill basic procedure like we writing a complex one. In writing a simple one, which is needed choosing a topic, limit the problems, developing ideas, serve those into sentences and well-organized paragraph. Eventhough, writing ability is not only owned by someone talented in writing, but also owned by anyone who struggle in the process.

#### b. The Concept of Mind mapping

A review of the concept of mind mapping covers a wide variety of topics and discussions. In this section, the discussion of the concept of mind mapping is mainly related to five aspects: definition of Mind mapping; the characteristics of Mind mapping; and the use of mind mapping in writing learning.

### a) Definition

Mind mapping is a creative note-taking technique in a visualization and graphic form that is used to make people feel easy in entering information into their brains, keeping information in a long term memory and taking it out from their brains easily by engaging imagination and association (Buzan 2006: 6; Buzan 2008: 10).

Mind mapping is a creative note-taking. It represents ideas into visualization and graphic forms where one idea is connected to another idea by using branches.

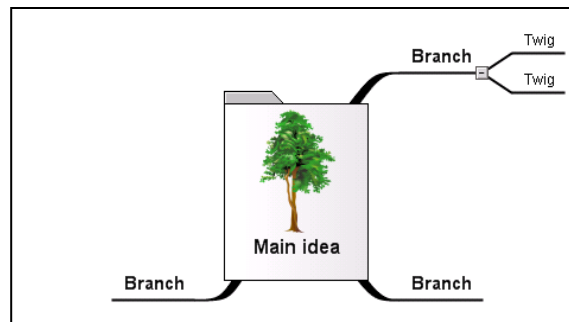


Figure 1: The concept of Mind mapping

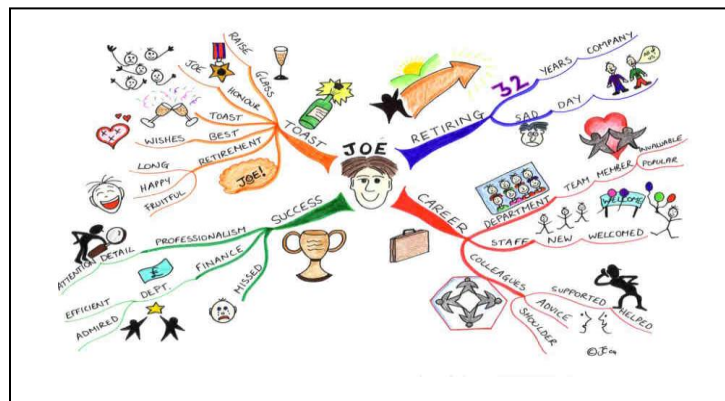


Figure 2: Mind mapping diagram

Mind mapping has a work principle that is suitable with the natural work of the brain (Windura, 2008: 17). The figure above shows how mind mapping imitates the thinking process. The recording of information through symbols, pictures, emotional meaning and colors is exactly the same as how the human brain processes information. In nature, the brain tends to process information more easily in a picture form or image than in a verbal or spoken language.

b) The history of Mind mapping used

Mind mapping is used by Buzan as a tool to help the brain think systematically and sharpen peoples' memorization (Buzan, 2008: 19). Through his theory of cerebral Hemisphere, Buzan tells about the brain can work maximally. It has been used for a long time actually. The following presents notable four Mind mapping makers, they are:

1. Leonardo Da Vinci

He was one of many genius and creative persons using visual language to create many great works (Buzan, 2009: 9). He used pictures, diagrams, and symbols as a natural way to catch ideas appearing in his brain and presented them in papers. The most notable thing about Leonardo's books was the use of pictures. It helped him explore his thoughts in many fields such as arts, horoscope, machines, biology, etc. he had an opinion that visual language was second place after visual language and was used to give

labels and point out or explain thoughts or creative inventions. Here, the main tool to his creative invention was visual language (Buzan, 2009: 10).

## 2. Galileo Galilee

He was a creative and genius thinker in the world. In the late 16<sup>th</sup> century and the earlier 17<sup>th</sup> century, he helped experts to revolutionize knowledge by using his note-taking technique. At the time, his friends used verbal language and traditional mathematics to analyze scientific problems, but he made his thoughts in plain views through illustration and diagrams (Buzan, 2009: 10).

## 3. Richard Feynman

He is the Nobel winner of physics. When he was young he realized that imagination and visualization is an important part in process of think creatively. Therefore, he played imaginatively games and learned sketching.

Like Galileo, Feynman did not imitate his friends which doing note-taking traditionally, and decided to place all theories of quantum electrodynamics into visual and new diagrammatic forms. This decision was aimed at developing the famous Feynman's diagram. The development of the famous Feynman's diagram was about the representation picture of particle interaction (Buzan, 2009: 10-11).

#### 4. Albert Einstein

He is a genius in 20<sup>th</sup> century, also rejected linear shapes, numeric, and verbally creative thought. Like Leonardo and Galileo before him, Einstein believed that these tools are used but not necessary and more important is imagination. Einstein said that imagination was more necessary than knowledge because imagination was unlimited. (Buzan, 2009: 11)

From the brief accounts of the famous persons about it can be said that the use of visual language is more important than that of verbal language in presenting information. In this case, mind mapping applies the use of visual language such as pictures, symbols, graphics, etc., to explain ideas into visual note-taking forms. By creating MM to present ideas, people are expected to think creatively. The information presented in the mind mapping diagram is also arranged in systematic ways. It helps people to understand the relationship of whole information and remember information easily.

#### c. The Origin of Mind mapping

The concept of mind mapping developed by Buzan in the 1960's. He claimed that he had invented modern Mind mapping. He added that the idea to

create modern mind mapping was inspired by Alfred Korzybski's general semantics that was popular in science fiction novels.

In developing Mind mapping, Buzan used several if mind mapping that could help people creates their own note taking in a non-linear way. Those mind mapping aspects were branches, pictures or symbols, colors, keywords, and central images (Windura, 2008: 33).

Mind mapping is now used in education fields. It helps students in balancing the usage of the left and right brain sides. The right side is for creative and visual things and the left-brain is for logical and rational things. Mind mapping combines them both, and it stimulates the brain to work optimally and create a relaxing condition to learn.

#### d. The Characteristics of mind mapping

It is different from general note-taking techniques. Mind mapping does not use a linear way but it uses non-linear ways to conduct note-taking. This characteristic helps students to memorize and recall the material easily.

There are nine special mind mapping characteristics are presented:

- (1) Using many picture. Picture will help us to use imagination. A central picture will more interesting and make us stay focus, help us to concentration, and activating our mind.

- (2) Using many colors. It is because our mind as interesting as colors. Colors make mind mapping more alive, recharge energy to the creative thinker, and it is fun.
- (3) Using keywords to present ideas
- (4) Applying the classification of information
- (5) Showing whole and detail information in the same time
- (6) Using association
- (7) Presenting the central image in the middle part
- (8) Making learners more creative
- (9) Helping learners to review materials in a short time

e. The Use of Mind mapping in Writing

Mind mapping is a good tool to help us writing systematically. It really helps us to see the whole view of our arguments and judge objectively which arguments or our writing or essay structure is logically or not. Mind mapping does not only help us to plan what will we write, but also help us to write the whole ideas completely: we review our mind mapping to check what if we are on right path. (Buzan, 2005: 184).



There are some ways in using mind mapping in writing:

- a) Started with draws a central picture or main picture which represents the point of writing which will be written.



Figure 3. Picture of central picture

- b) You may add 'information' branch into mind mapping and write main category from information that we have collected.

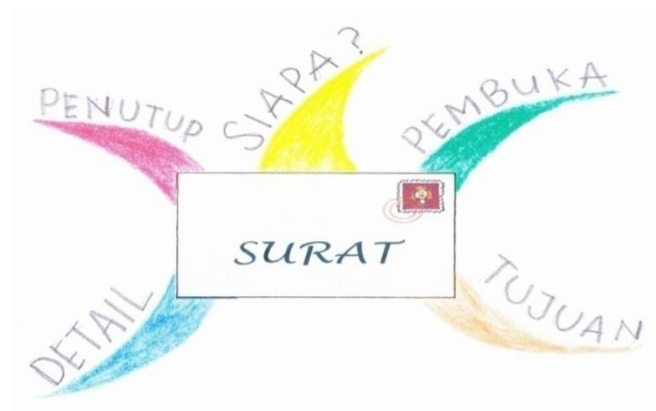


Figure 4. The central picture with branches

- c) Next, draw branches which represent introduction, main argument, and conclusion. See themes that you have written on the ‘information’ branches and think over how they relate to each other. Unless, if you want explore the introduction first, then explore the ‘central argument’ with twigs for helping you build up your main information body blue print. After you decide main argument, you may back and do the introduction and conclusion.

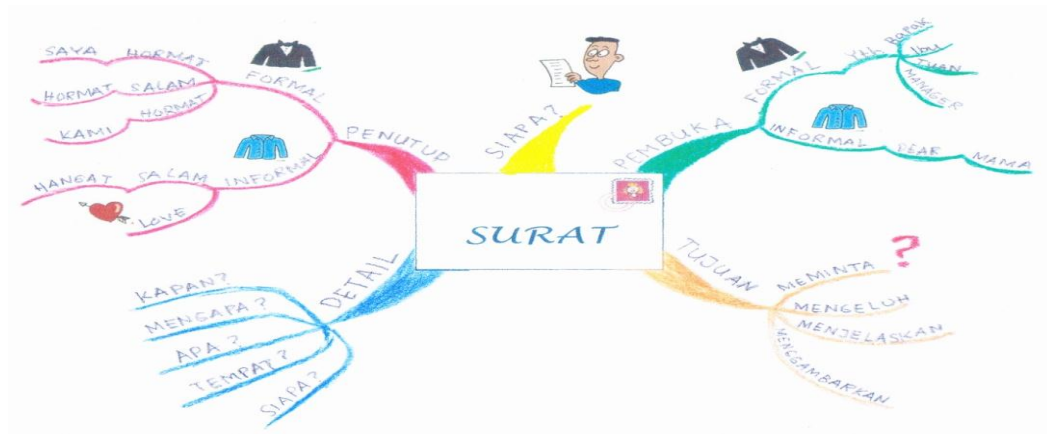


Figure 5. Central picture with basic information in branches

- d) You have to step backward more often to check if your argument or your essay theme run forward more focusable.
- e) After satisfy with your Mind mapping, you may be able to write down your essay with your mind mapping at your side to guide you to write on right path. (Buzan, 2005: 184)

f. The advantages of mind mapping in writing

According to Buzan (2004: 10) mind mapping can help in many ways such as: being more creative, solving problem, easy to concentrate, easy to manage and clearing mind, easy to remember, learn faster and more efficient, learn more easy by seeing the whole pictures, planning something and having communication.

The advantages of using mind mapping in writing according to Hernowo (2005):

- 1) It almost gives absolute freedom. The biggest obstacle in writing is the lack of confidence. By using Mind mapping, writer might be supported to write whatever the writer wants without being afraid of the writing.
- 2) It works by two parts of our brain synergically.
- 3) It maps out thought networking
- 4) It helps to write creatively because creativity is a great power which rises up new things.
- 5) It helps to write faster.
- 6) It helps to write more deeply and meaningful. Mapping thought invite you to explore what is saved within a person.

g. The essence of teaching-learning foreign language

1) Teaching English as a foreign language

Brown (1987: 6) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning it is in line with what Kimble and Garmezy, as cited in Brown (1987: 6) say that teaching is showing or helping someone to learn to do something, giving him or her instruction, guiding him or her in the study of something, providing him or her with knowledge and causing him or her to know.

In relation to second or foreign language teaching, Kral (1994: 62) says that the teaching on a second or foreign language should be an interactive process between teachers and students and among students' themselves.

2) Learning English as a foreign language

Brown (1987: 86) states "learning is acquiring or getting knowledge of a subject or skill by study, experience, or instruction". Hornby (1987: 481) states that learning is gaining knowledge or a skill by study or by being taught.

In relation to foreign language learning, Krashen (1981: 26) differentiates language acquisition and language learning. He says that language acquisition is a natural way to develop linguistic ability, and a subconscious process. Conversely, language learning knows about

language, or formal knowledge of a language. It is a conscious process. Cox (1999: 109), explains that learning English will be more successful when done in conjunction with primary language support, which involves maintaining students' first language and culture they learn.

### 3) English as a foreign language

Judd, as cited in Kennedy (1983: 39) says that the term English as a foreign language means that English is studied as one of many foreign languages and serves little communicative functions for students once they finish the actual course. Communicative use is still limited. The use of English for any purposes outside the classroom is minimum and of short duration.

According to Richards (1985: 2), English is regarded as a foreign language when it does not function as an official language in a country, that is, the major language of law, government, education, and business. He states further that in many countries where English is not an official language, it may still have a significant role to play. It may be an important school subject and it may be necessary to pass an examination in English to enter a university.

### 4) Mind mapping in teaching English writing

Mind mapping can be implemented in many fields. One of them is in teaching field. Mind mapping is a teaching technique in writing which pre-writing spontaneous activity (Steele, 2003). There are some

examples in implementing mind mapping in developing writing skill in class that is implemented by Steel:

- (1) Choosing a topic. The students are asked to choose the topic that they wanted to. The teacher offers topics to be chosen. Those topics might motivate them because those topics are the topics that they like and mastered. Then, the teacher writes on those topics in the middle of blackboard a mind idea of the writing.
- (2) Note making. From those mind ideas then, the students are asked to collect those ideas as a sub-topic. The students are given 2 minutes to think then; those ideas are written and if the students do not know some vocabularies in English may be written in Bahasa Indonesia in order not to block up the process. They also may use formula 5W (what, when, where, why, who) + 1H (how).
- (3) Feedback. After those ideas are collected, then the teacher guide them which of those ideas will be put in sub-topic or being the next twig. So that, those ideas are arranged hierarchally from general ideas into more specific ideas on outer twig.
- (4) Organizing Mind mapping. From those ideas, the students are asked to make Mind mapping. Every opinion is noted by keyword, but they have to think over the whole structure before. This task can be done in discussion class lead by teacher.
- (5) Writing. If mind mapping has been arranged, therefore the students are asked to start writing with their mind mapping as a guiding. This task can be done by pair after two paragraphs have been done so that, they can elaborate their friends'

writing. It helps them to gain new opinion. (6) Continuation. If the students have been familiar with Mind mapping, they can use this ways to improve their writing skill.

#### h. Genre-based approach

The genre approach to language learning was first developed in Australia through the work of educational linguist and educators who have been working with disadvantaged groups of students. There are three assumptions about language learning:

##### 1) Learning language is a social activity

Language learning is a social activity and it is about the collaborations between the teacher and the students and between the students and the other students in a group. This model shows that social interaction enables them to develop:

- a) A resource for making meaning
- b) A tool for interpreting and organizing reality
- c) Knowledge about language

##### 2) Learning occurs more effectively if teachers are explicit about what is expected of students

Bernstein (1990: 73) states that many educators are proposing more principled approaches to teaching-learning based on a 'visible pedagogy' which clearly identifies what is to be learned and what is to

be assessed. The methodology that is used is how to make collaborative activities among the teacher and the students. The genre approach is concerned with providing students with explicit knowledge about language.

- 3) The process of learning language is a series of scaffolded developmental steps which address different aspects of language.

Vygotsky (1934) proposed that, in any given area of skills knowledge or understanding, each learner has two levels of development:

- a) A level of independent performance
- b) A 'level of potential performance' which is made possible through social interaction and joint construction with 'more capable others' (Gray 1987: 30).

Vygotsky points out that learning is a collaboration between the teacher and the students. The collaboration involves language in the form of a dialogue between teacher and students.

The teaching-learning activities in the genre approach consist of a number of stages which the teacher and the students go through so that students gradually gain independent control of a particular text-type.

- 1) Building Knowledge of Field (BKOF)

In this stage students:



- (a) Are introduced to the social context of an authentic model of the text-type being studied.
- (b) Explore features of the general cultural context in which the text-type is used and the social purposes the text-type achieves.
- (c) Explore the immediate context of situation by investigating the register of a model text which has been selected on basis of the course objectives and learner need.

BKOF activities include:

- (a) Presenting the context through pictures, audio-visual material, excursion, field-trips, guest speakers, etc.
- (b) Establishing the social purpose through discussion or surveys, etc.
- (c) Cross-cultural activities.
- (d) Related research studies.
- (e) Comparing the model text with other texts of the same or contrasting type.

## 2) Modeling Constructing of the Text (MCOT)

In this stage students:

- (a) Investigate the structural pattern and language features of the model
- (b) Compare the model with other examples of the text-type.

MCOT activities include:

- (a) Text-level activities:

- Presenting activities using devices such as charts, board work, flash cards, etc.
- Sorting, matching and labeling activities e.g. sorting sets of texts, sequencing jumbled texts, labeling stagss, etc.
- Activities focusing on cohesive devices such as sets of related lexical items, conjunction,etc.

(b) Clause-level activities:

- Presentation and practice activities relating to the grammatical features of the texts.

(c) Expression-level activities:

- Oral-aural, pronunciation, decoding, spelling, handwriting or typing practice as needed for the use of the text type.

3) Join Construction of the Text (JCOT)

In this stage students:

- (a) Students begin to contribute to the construction of whole examples of the text-type
- (b) The teacher gradually reduced the contribution to the text construction, as the students move closer to being able to control the text-type independently.

JCOT activities include:

- (a) Teacher questioning, discussing and editing whole class construction, then describing onto board
- (b) Skeleton texts
- (c) Jigsaw and information gap activities
- (d) Small group construction of texts
- (e) Dictogloss
- (f) Self-assessment and peer assessment activities.

#### 4) Independent Construction of the Text (ICOT)

In this stage students:

- (a) Students work independently with the text
- (b) Learner performances are used for achievement assessment

ICOT activities include:

- (a) Writing tasks which demand that students draft and present whole text.
- (b) Listening task e.g. comprehension activities in response to live or recorded material such as performing a task, sequencing pictures, numbering, ticking or underlining materials on a worksheet, answering questions.
- (c) Speaking tasks e.g. spoken presentation to class, community organization, workplace, etc.

(d) Listening and speaking task e.g. role plays, simulated or authentic dialogues

(e) Reading tasks e.g. comprehension activities in response to written material such as performing a task, sequencing pictures, numbering, ticking or underlining material on a worksheet, answering questions.

i. Measuring writing skill

In evaluating process, there is measurement technique which this technique to get quantitative achievement about high-low someone's achievement in a particular behavior. Therefore, the result is always in number. In education, the instrument for measurement is applying test. Based on a test, teacher will get information about students' achievement (Akhadiah, 1988: 5). According to Akhadiah (1988: 11) the specific evaluating instrument that is used in language teaching are:

1. Language Proficiency Test. This test to measure someone's ability in mastering materials that have been taught but it is directly connected to some demands to get in a program
2. Discrete test and global test. These tests are used to get information about students' ability in mastering some particular materials related to mastering of L2. For example vocabulary test, intonation, grammar test, spelling test, and multiple choice test.

There are types of testing that may be used to measure some ability aspects in writing; they are (Akhadiah, 1988: 37-42):

1. Spelling test. Students are given some vocabularies by teacher, they are asked to spell those words.
2. Grammar test. This test is given to students to find out students' ability in grammar, such as tenses, compound sentence, morphology, syntax, etc.
3. Guided sentence test. Teacher list some vocabularies then Students are asked to make synonym of those words then make them in a text.
4. Controlled writing test. Teacher gives a guide line or detailed framework and students are asked to developing it into a paragraph.
5. Guided writing test. Students compose based on detailed framework. The difference from controlled writing test is that guided writing test evaluates students' ability in explaining about them selves in target language. The successfulness is if native speaker who listen will understand about the explaining.
6. Free writing test. This test allows students to write or to communicate their ideas freely in a text.

In this research, the test that would be applied is guided writing test. Teacher will give detailed framework and guide them to make mind mapping to place their ideas than they develop it into a text or a paragraph.

The aspects that will be use to assess their writing are adopted from aspect that is used by Valette (1977: 256): (1) well-organized; (2) clearly expression; (3) vocabularies mastering.

## **B. Related studies**

Tutiek Yunita Rachmawati in title “Peningkatan Kualitas Pembelajaran Menulis Cerpen dengan Metode Peta Pikiran (*Mind mapping*) pada Siswa Kelas IX di SMP AL Muayad Surakarta Tahun Ajaran 2007/ 2008”. The conclusion of this research is that Mind mapping may increase quality of writing short stories learning. It is proven by increasing percentage in every cycle. The active students’ percentage in cycle 1 gains 54% in interest and 65% in motivation, whereas attention and concentration gain 65%. In cycle II the active students’ percentage increases 81%, attention and concentration increase up to 85%, whereas in interest and motivation gain 85%. In cycle III the students’ activation is increase to 92%, attention and concentration up to 100%, whereas interest and students’ motivation gain up to 100%. Applying Mind mapping method also increase in every cycle: cycle I gain 60.2; cycle II gain 67.5; and in cycle III gain 71.9. The difference this research with Tutiek Yunita Rachmawati’s is that one variable which is researched is quality of writing short stories learning, her research subject is students of IX at SMP AL-Muayad Surakarta year 2007/ 2008, her research use 3 cycles and the conclusion of her research is that Mind mapping method can increase the quality of writing short stories learning

process. Meanwhile the similarity of this research is one of variable using Mind mapping method and result of this research shows the increasing significantly, from what being researched is.

Haryani is also a relevant researcher with her research titled “Upaya Meningkatkan Berbicara dengan Peta Pikiran (Mind mapping) pada Siswa Kelas V SD N Karanganyar 03 Tahun Ajaran 2008/2009.” It can be seen from speaking ability mark is increase in every cycle. In cycle I, the percentage of speaking ability gain 51.8% whereas in cycle II the percentage is increasing up to 66.6% and in cycle III the percentage is increase up to 77.7%. By this research, result can be concluded that Mind mapping can increase speaking ability. The difference of this research from Haryani’s is that one of variables which is researched is speaking ability, setting of the research is SD N Karanganyar 03 Tahun Ajaran 2008/ 2009, he research use 3 cycles and the conclusion is that Mind mapping can increase speaking ability. Meanwhile the similarity with this research is that one variable use the same method which is Mind mapping, the subject is same and it is students grade V SD, and the result shows that there is increasing significantly from what being researched is.

Based on Rachmatis’s and Haryani’s could be concluded that mind mapping method has influence to students in learning process. There is correlation in those researches so that can be a relevant study for the researcher in writing ability research. Related to those results in English language learning

which are applying Mind mapping in their method then researcher applying Mind mapping method to increase writing ability.

From those researches above show that Mind mapping method really influences students' ability in writing short stories and also speaking ability. Related to those things so needed to be developed some studies that will more increase students' writing ability. That is why the writer thinks that it is needed to do research in writing ability titled Significances of Mind mapping in Improving the Students' Writing Skill among the 2<sup>nd</sup> year At SMP N 2 Yogyakarta.

### **C. Analytical Construct**

The differences of students' achievement in English writing class in which mind mapping is applied and in which Min-Mapping is not applied.

In these recent years, the modern life insists us to be able to have good communication. English is one of international languages. English has been used for some countries in this international as national language. In Indonesia, English becomes a compulsory subject in schools. It does not be implemented in formal school, but also the developing of English private school grows fast. Studying about English as a foreign language has many obstacles, such as in English writing subject. The commonly problem is how to be creative in writing and how to make a well-organized text.

Some methods may be used to solve these problems. One of them is using Mind mapping. This method is invented by Tony Buzan. Mind mapping may



help us to: (1) make some plans; (2) communicated; (3) being more creative; (4) saving time; (5) solving problem; (6) organizing ideas; etc.

By applying mind mapping in English writing class, the researcher hopes to find out some problems that might be obstacle along the writing class. The researcher may find some information about the differences students' achievements which are applied by mind mapping and another is not applying mind mapping along the process of writing class.

The use of mind mapping is more effective to increasing students' achievement in English writing class than without applying Mind mapping.

According to Marwoto (1987: 12) writing is someone's ability to explain ideas, thoughts, science, knowledge, and life experiences in clearly written text and well-organized.

Mind mapping will help students to solve their problem by organizing ideas then, they will make a good paragraph. They will develop their ideas in the branches into sentences based on the topic that will be written.

Those ideas will be developed into sentences in some well-organized paragraph. One of the most important referring to good writing is about organization of those sentences and linguistic features.

As have been mentioned before, writing is not about just writing about anything the writer wants to write, but also writing must consider some things to be good writing. Good writing means well-organized writing. Well-organized writing also considers linguistic features. The linguistic features of this study rely

on theories of English academic writing. The theory mainly focuses on the syntactic and mechanic quality of writing. The syntactic quality refers to the types of sentence construction: simple, compound, complex, or compound complex sentences. In addition, the grammar and mechanic quality refers to the characteristics of grammatical and mechanical errors found in each sentence. The grammatical errors include awkward constructions and agreement errors. The mechanical errors include punctuation errors, spelling errors, and capitalization errors (Andrew and Gardner, 1979; Latief, 1990; Oshima and Hogue, 1991).

The researcher believes that using mind mapping may solve some problems in writing especially those are related to the linguistic features. In every teaching of writing, the teacher always teaches about the kinds of writing for example: narration. If the teacher wants to teach about narration, the first thing is teach the students about the generic structure of the narration including social function and significant lexicogrammatical features until they understand. In practicing, the information of the narration can be included in the branches of the Mind mapping, for example tenses, conjunction, participant, material processes, etc. after designing it's Mind mapping, the teacher will allow them to write them in paragraph. Next, The teacher will just assess their writing in developing those branches into paragraphs. The teacher will do correction on mechanical errors: punctuation errors, spelling errors, and capitalization errors.

This research is an action research. The researcher tries to find out the problems, then the researcher decides what an appropriate steps (planning) that

will be used. After that the researcher will apply those planning in to English writing class (as a cycle 1). If those planning are not success, the researcher will make a plan about cycle 2 until the researcher find the increasing of students' achievement in composing an English text.

In schematically, the analytical construct can be drawn in the picture on the next page.

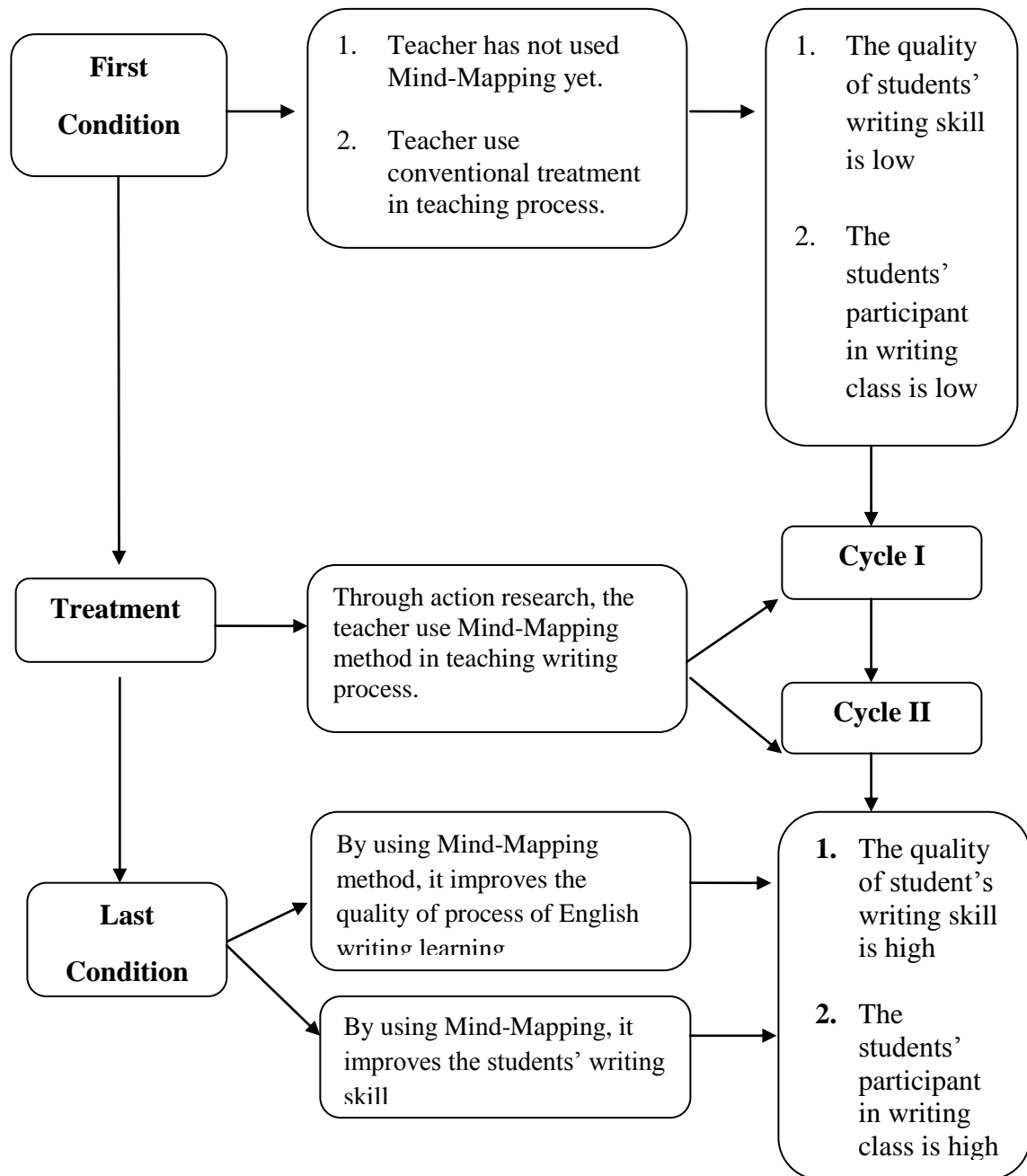


Figure 6. The path of analytical construct

**D. Hypothesis**

1. Mind mapping improves the quality of writing learning process of the students among the 2<sup>nd</sup> year At SMP N 2 Yogyakarta.
2. Mind mapping method improves the writing skill among the 2<sup>nd</sup> year At SMP N 2 Yogyakarta.

## **CHAPTER III**

### **RESEARCH METHODS**

#### **A. Type of the research**

The type of the research was Classroom Action Research (CAR) and the research would be held in class and it was reflective research.

Research activity starts from real problems that were faced by the teacher in teaching-learning process, and then those were reflected. After that, those problems would be followed up with planned and measured action. That is why classroom action research needs cooperation between researcher, teachers, students, and school staff to create a better teaching-learning process.

The basically rule of this research is that give an action in stepped cycles and be continued until the purposes were achieved. It was dynamic cycle with revised action. Suhardjono in Arikunto (2008: 73) states that CAR was held in cycles repeatedly which have four steps in each cycle: (1) planning; (2) action; (3) research; and (4) reflection.

#### **B. Place and time of research**

##### **1. Place**

This research was conducted in SMP N 2 Yogyakarta. There were some reasons why this school is chosen: (a) The researcher found the problems when joined the program of PPL, especially in writing ability; (b) There was

no related study yet at this school regarding to the used of mind mapping to improve the students' writing ability; (c) this school was accessible by the researcher dealing with location and the school's procedure in accepting the students who need data to fulfill his or her research.

## 2. Time of research

The researcher planned the actions, from the preparation to reporting the development result to be done in three months: November 2012 to January 2013. Planning stage was held on November, research stage would be held on December, and for data analysis and arranging result would be held on January.

### **C. Research Subject**

The research subject was grade VIII F students of SMP N 2 Yogyakarta in the academic year of 2012-2013. This research was held in a class with 34 students which consist of 21 girls and 13 boys.

### **D. Data resource**

Data or information which was important for being collected and followed up was information about students' skill in English writing. Those data were collected from some resources such as:

- (1) Place and event along English teaching-learning process in which mind-mapping method was used.

- (2) The interview between the teacher and the researcher and some students and the researcher.
- (3) The questionnaires which been delivered after the cycle finished.
- (4) The photographs which showed the condition of the process of teaching and learning.
- (5) The students' works.
- (6) Documents such as curriculum, teaching-learning performance planning, the students' writing, and students' book report of Grade VIII in the academic year of 2012-2013.

#### **E. Data collecting technique**

The techniques that were used in collecting data were as follows.

##### **1. Questionnaires**

At the end of the cycle, the researcher administered questionnaires. The aim was to explore the students' perception, beliefs, and opinion about motivation, confidence, writing process, and also about the new implemented method, mind mapping.

The questionnaire consists of 9 questions and was administered to the students to gather information about the students' point of view as well as their learning process in their class. It was also administered in order to identify the students' improvements in learning writing after the implementation of Mind mapping method at cycle 1. The questionnaire which



consists of 11 questions was administered at the end of the implementation stage of cycle 2.

## 2. Interview Guidelines

Interview guides were used to guide the researcher in interviewing the students and the teacher. At the beginning, the teacher was interviewed to find out the real process of teaching writing. It was useful to know the techniques used by the teacher to teach writing and how the writing learning process was carried out. In reflection stage, the teacher and the students were also interviewed to know the impacts of the implemented actions to improve the writing learning process. The results of this interview were presented in the form of transcripts showing whether the action brought some improvements on the writing learning process or not. A tape recorder was used to record the interview

## 3. Observing the teaching and learning process

The observation was recorded in the field notes. Field notes were descriptions and accounts of observed events, including non-verbal information, physical setting, group structures, and interactions between participants.

## 4. Test

A diagnostic test was administered to assess the students' writing ability. This test aimed in finding out the ability of students' writing based on the scoring scheme provided by the researcher and to give appropriate

actions to solve the existed problems. In the diagnostic test, the students' were required to write a particular kind of writing. From their writings, the students' writing ability could be identified. Besides, the results of the test showed the different writing ability of the students.

#### 5. Field notes

The field note was aimed to note the supporter data in this research. This note was also used to record the teaching-learning process related to the weakness and obstacles that were found in the research. In addition, the researcher and the collaborator were able to see and take a note on students' writing progress in the classroom.

#### 6. Photographs

Photographs were aimed to prove of the teaching-learning process of writing and to show the whole research process.

### **F. Data Validity**

Burns (1999: 161-162), states that there were five validity criteria that can ensure data validity of action research. The five validity criteria were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Those five validity criteria are discussed below.

#### 1. Democratic validity

Burns (1999: 161-162) states that democratic validity was related to stakeholders' chances to give their opinion, idea, and comment about the

implication of the action research. In order to get democratic validity, the researcher would interview English teachers, students of SMP N 2 Yogyakarta. In the interview, the researcher hope that they want to give chances to express their ideas, opinion and attitudes toward the problems found the students of SMP 2 Yogyakarta. The interview would be conducted during the research runs.

## 2. Process validity

Process validity means that actions that would be done in the research were believable (Burns in Madya 1999: 162). To get the process validity, the researcher would collect the data by doing observation, and making notes during the research. The researcher would note and record anything that happens in the teaching learning process of the nine-grade students at SMP N 2 Yogyakarta. In this research, the process would be done in cycles and each cycle consists of planning, actions and observation, and reflection step. The process would involve some different data sources and would be followed by some evidences that show the process.

## 3. Outcome Validity

Outcome validity is related to the notion of actions, leading to outcome that is “successful” within the research context. The researcher tried to get outcome validity by looking at the result of the actions. The researcher saw the success and failure of the implementation of the actions. The research can

be said to be successful if there were some improvements in the writing ability.

#### 4. Catalytic Validity

Catalytic validity is related to the extent to which the research allows participant to deepen their understanding of the social realities of the context and how they can make changes in the teachers' and the students' understanding of their actions taken as a result of these changes, or by monitoring other participants' perception of problems in the research setting. In this research, the researcher identified the changes occurring during and after the action done.

#### 5. Dialogic Validity

Dialogic validity is process of peer preview which commonly used in academic research. After conducting some actions, the researcher collaborated with the English teacher to review the value of the actions.

To avoid the subjectivity in analyzing the data and to obtain the trustworthiness, the researcher would use triangulation through interviews and observations with the collaborator. Triangulation involves gathering data from a number of different sources so that the research findings or insights can be tested out against each other. This increases the reliability and validity of the research (Burn 1999: 25).

Moreover, Burns (1994) in Burns (1999: 163) states that triangulation was a way of arguing that ‘if different methods of investigation produce the same result, then the data was likely to be valid’. Furthermore, Burns (1999: 164) proposes four forms of triangulation. They were time, space, investigator, and theoretical triangulation. The forms of triangulation were as follows:

a. Time triangulation

Time triangulation means that data would be collected at one point in time or over a period of time to get a sense of what factors were involved in the change process.

b. Investigator triangulation

In this way, more than one observer would be involved in the same research setting to avoid the biased interpretation. For example, the researcher and the teacher observe and collect the same data from the students. The researcher and teacher can observe the same learning process in the class.

c. Space triangulation

Data were collected across different subgroups of people to avoid the limitation of studies conducted within one group

d. Theoretical triangulation

The data were analyzed from more than one perspective to assess the reliability of the data, the researcher involves the research team, the

English teacher and the Eight grade students of SMP N I Jambu, Kab. Semarang.

To get the trustworthiness, the researcher used the time triangulation in which the data would be collected at one point in time or over a period to get a sense of what factors were involved in the change process which using mind mapping as the treatment. The reliability of the data was established by presenting the genuine data, such as the field notes, interview transcripts, and photographs.

#### **G. Data Analysis**

The data were obtained from the actions conducted in the field. Firstly, the researcher looked up the findings data such as interview transcripts, field notes and students' writing. The researcher then, analyzed the description of opinions and the data. Secondly, from the interview transcripts, it could show how the process of the implemented actions given. Additionally, the students and the collaborator were given a chance to deliver their own opinions and comments about the implication of the action research to avoid subjective judgment in analyzing the data and getting trustworthiness.

## **H. Procedure of the research**

The procedure of the research was action steps which are connected from the beginning to the end. This research was a process of cycled system of instruction that have been developed by Supardi and Arikunto (2008: 104) in analytical construct. The procedure of the research consisted of some steps: planning, implementation, observation, and reflection.

### **1. Planning**

In this stage, some actions were planned in order to solve the focused problem identified dealing with the writing learning process. After considering the problems, some actions were determined by focusing on the implementation of the new method, mind mapping. The actions included mind mapping supports and varying the task setting. Some lesson plans and learning materials were developed collaboratively by the researcher and the teacher. The implementation of mind mapping was chosen as an action to provide appropriately challenging task for the students. The planning stage also included the process of preparing the instruments used to collect the data.

### **2. Implementation**

The action which had been planned was implemented to solve the teaching-learning problems. The teacher taught based on the lesson plans which had been developed in the previous stage. The actions were focused on the implementation of mind mapping to teach writing. The students were

divided into three levels and each level received the same tasks with different task supports. The tasks setting were also varied in order to improve the students' participations during the teaching-learning process.

### 3. Observation

The implementation of the action was then observed. The observation process was aimed at monitoring the flow of the teaching-learning process in which mind mapping were being implemented to facilitate the students' writing learning process. It captured what actually happened in the writing learning process including any teaching-learning obstacles found during the implementation of mind mapping. This monitoring process was done in order to know the effectiveness of the actions to improve the writing learning process.

### 4. Reflection

The data gathered from the observation were then discussed in order to evaluate the effectiveness of the implementation of the actions. The students were also interviewed in order to investigate the effects of the actions towards the students' writing learning process. Some ineffectiveness found during the teaching-learning process was also evaluated. In this reflection stage, it was decided what to do next by considering the result showed that the actions were effective. However, the actions needed to be modified when they failed to bring some improvement on the students' writing learning process.

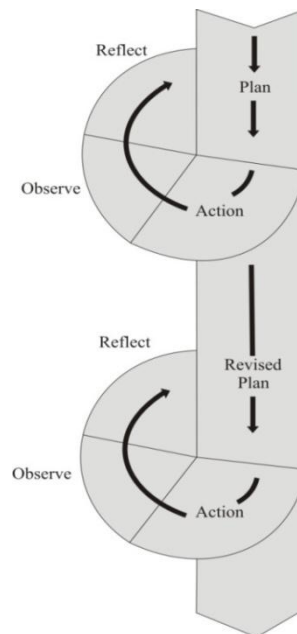


Table 1: The table of planning, action, and reflection in every cycle.

CYCLE I			
MEETING	PLANNING	ACTION	REFLECTION
1	<ul style="list-style-type: none"> <li>a. The researcher and the collaborator planned to give two recount texts (MOT)</li> <li>b. The researcher and the collaborator planned to give explanation about the generic structure, social function, and the lexicogrammatical of those recount text.</li> <li>c. The researcher planned to give some pictures of mind mapping.</li> <li>d. The researcher planned to give explanation on how to make mind mapping.</li> <li>e. The researcher and the collaborator planned to give practice about the materials had been explained.</li> <li>f. The researcher and the collaborator planned to discuss their work: change the verb and fill the blank.</li> <li>g. The researcher planned to give production task: make mind mapping.</li> <li>h. The researcher and the collaborator planned to observe the process.</li> </ul>	<ul style="list-style-type: none"> <li>a. The researcher would show two examples of recount text on slide show.</li> <li>b. The researcher gave the students those texts.</li> <li>c. The researcher would explain the generic structure, the social function the lexicogrammatical and descriptive text.</li> <li>d. The researcher asked them to make group.</li> <li>e. The researcher gave explanation on how to make mind mapping.</li> <li>f. The researcher would give practice task related to the materials.</li> <li>g. The researcher asked them to change their work to be discussed then.</li> </ul>	<ul style="list-style-type: none"> <li>a. Did they pay attention to explanation?</li> <li>b. Could they analyze the recount text based on its generic structure?</li> <li>c. Could they mention correctly the social function of recount text?</li> <li>d. Could they make mind mapping?</li> <li>e. Could they do the task in group?</li> <li>f. Had they understood the use of past tense?</li> <li>g. Did they choose suitable vocabulary in the text?</li> </ul>
MEETING 2	<ul style="list-style-type: none"> <li>a. The researcher planned to recall the last materials.</li> <li>b. The researcher and the collaborator planned to give the students practice related to the materials: jumbled paragraph and find 15 errors in a recount text</li> <li>c. The researcher planned to discuss the last task.</li> <li>d. The researcher and the</li> </ul>	<ul style="list-style-type: none"> <li>a. The researcher would recall the last material to refresh their memory about the materials.</li> <li>b. The researcher would ask them to make group.</li> <li>c. The researcher would give some topics to be made a model of their mind mapping then they choose five from those to be their topic.</li> </ul>	<ul style="list-style-type: none"> <li>a. Did they remember the last materials?</li> <li>b. Did they arrange correct sentence?</li> <li>c. Did they change the verb based correctly on the instruction.</li> <li>d. Had they understood how to make mind mapping?</li> <li>e. Could they make mind mapping?</li> </ul>

	<p>collaborator planned to explain how to write a recount text by using a technique mind mapping.</p> <p>e. The researcher and the collaborator planned to observe the process.</p>	<p>d. The researcher would ask them to make a recount text based on their mind mapping with their group.</p>	
MEETING 3	<p>a. The researcher and the collaborator planned to have quiz: jumbled paragraphs and fill the blanks.</p> <p>b. The researcher and the collaborator planned to discuss the quiz.</p> <p>c. The researcher and the collaborator planned to give them production task to make a mind mapping and a recount text.</p> <p>d. The researcher and the collaborator planned to observe the process.</p>	<p>a. The researcher would give the students quiz about the materials</p> <p>b. After the quiz, the researcher would discuss the quiz.</p> <p>c. The researcher would ask them to make a mind mapping and a recount text.</p> <p>d. The researcher would observe the whole process.</p>	<p>a. Did they still remember the last materials?</p> <p>b. Could they make mind mapping correctly?</p> <p>c. Did they make a full recount text correctly?</p>
CYCLE 2			
MEETING 4	<p>PLANNING</p> <p>a. The researcher and the collaborator planned to give material about recount text, its generic structure.</p> <p>b. The researcher and the collaborator planned to discuss how to generalize the idea.</p> <p>c. The researcher and the collaborator planned to give practice task: jumbled sentences and generalize idea from some topics.</p> <p>d. The researcher and the collaborator planned to give production task: make a mind mapping.</p> <p>e. The researcher and the collaborator planned to observe the process.</p>	<p>ACTION</p> <p>a. The researcher would recall the last material: a recount text, a mind mapping, its generic structure and its features.</p> <p>b. The researcher would discuss how to generalize ideas.</p> <p>c. The researcher would give practice task: generalize ideas based on topic chosen and jumbled sentences.</p> <p>d. The researcher gave production task: make mind mapping.</p> <p>e. The researcher would observe the whole process.</p>	<p>REFLECTION</p> <p>a. Did they master the materials about recount text?</p> <p>b. Were there mistakes in language features, grammar, and mechanics in their text that they had made?</p> <p>c. Could they generalize their ideas of a topic?</p>

MEETING 5	<ul style="list-style-type: none"> <li>a. The researcher and the collaborator planned to discuss the last task.</li> <li>b. The researcher and the collaborator planned to give practice task: find and fix 25 errors on the recount text and re-write the fix text.</li> <li>c. The researcher and the collaborator planned to give them task to make a recount text based on their mind mapping that they have made.</li> <li>d. The researcher and the collaborator planned to observe the process.</li> </ul>	<ul style="list-style-type: none"> <li>a. The researcher would recall the last material: ideas generalization.</li> <li>b. The researcher planned to discuss the task.</li> <li>c. The researcher would give production task: make a recount text based on their mind mapping.</li> </ul>	<ul style="list-style-type: none"> <li>a. Had they understood about the last materials?</li> <li>b. Could they make mind mapping correctly based on topic that they had chosen and the ideas that they had been generalized?</li> <li>c. After discussing the task, had they fixed and learned mistakes that they have been made?</li> <li>d. Could they make a recount text based on their mind mapping correctly?</li> <li>e. What improvement category of their writing then?</li> </ul>
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Picture 7. The Kemmwas's Model Treatment (in MacIsaac, 1996)

## I. Scoring scheme for writing

In giving the score of students' writing, the researcher and the collaborator used the ESL composition profile proposed by Jacob et. al (1980 from Hughes (2003: 104). The composition was used as a guide to make writing scoring scheme which is appropriate to be applied to score students' writing. According to Jacob (1981), a scoring system of writing consists of five components such as content, organization grammar, vocabulary and mechanics (spelling and punctuation). The table of scoring scheme could be seen below.

Table 2. Scoring scheme of writing in five components

Aspects	Description	Score
Content	Relevant to assigned topic	4
	Mostly relevant to topic	3
	Limited knowledge of subject	2
	Does not show knowledge of subject	1
Organization	The text can be understood easily and effectively	4
	Mostly easy to be understood	3
	Need hard work to be understood	2
	Fluent and not too difficult to be understood	1
Grammar	There is a view errors	4
	There are some errors but, meaning can be understood	3
	There are some errors and meaning confused	2
	There are many errors	1
Vocabulary	Using vocabularies accurately and variously	4
	Using vocabularies less accurately	3
	Using limited vocabularies but, meaning can be understood	2
	Using limited vocabularies and meaning confused	1
Mechanics (spelling and punctuation)	There is one or two errors	4
	There are some error but, meaning can be understood	3
	There are some errors and meaning confused	2
	There are many errors	1

In evaluating students' writing, the researcher and the collaborator gave error correction code on students' writing. The following was error correction code was used by the researcher and collaborator on students' writing in four aspects of writing. The able of error correction code could be seen on below.

Table 3. Error correction code on students' writing

<b>Aspects of writing</b>	<b>Code</b>	<b>Meaning</b>
Content	Ct	Content
Organization	Or	Organization
Vocabulary	NA	Not Appropriate
	WF	Word Form
	Λ	Missing word
	( )	Word not needed
	?	Meaning is not clear
Language use	S / V A	Subject/ Verb Agreement
	VT	Verb Tense
	WO	Word Order
	A	Article
	Prep	Preposition
	S/ P	Singular / Plural
Mechanics (spelling and punctuation)	sp	Spelling
	pc	punctuation

Furthermore, the researcher analyzed the frequency of distribution of students' score in to five-category level: excellent, very good, good, fair, poor, very poor. The categorization was derived from the application of the highest and the lowest score to get the range member. The formulation was used to obtain the limit of each level was taken from Suharto (2002: 15).

## J. Indicators of success

Here the researcher made a conversion table. This conversion table was used to know the indicator of successful of the used of Mind mapping in improving writing ability. The conversion table is based on each aspect: content, organization, language used, vocabulary, and mechanics. Then those aspects were derived by some categories such as excellent, very good, good, fair, poor, and very poor.

Table 4. Conversion Table

ASPECT	INTERVAL	CATEGORY
Content	17.50 – 19.90	Excellent
	15.00 – 17.40	Very good
	12.50 – 14.99	Good
	10.00 – 12.49	Fair
	7.50 – 9.99	Poor
	5.00 – 7.49	Very poor
Organization	17.50 – 19.90	Excellent
	15.00 – 17.40	Very good
	12.50 – 14.99	Good
	10.00 – 12.49	Fair
	7.50 – 9.99	Poor
	5.00 – 7.49	Very poor
Vocabulary	17.50 – 19.90	Excellent
	15.00 – 17.40	Very good
	12.50 – 14.99	Good
	10.00 – 12.49	Fair
	7.50 – 9.99	Poor
	5.00 – 7.49	Very poor
Language use	17.50 – 19.90	Excellent
	15.00 – 17.40	Very good
	12.50 – 14.99	Good
	10.00 – 12.49	Fair
	7.50 – 9.99	Poor
	5.00 – 7.49	Very poor
Mechanics (spelling and punctuation)	17.50 – 19.90	Excellent
	15.00 – 17.40	Very good
	12.50 – 14.99	Good
	10.00 – 12.49	Fair
	7.50 – 9.99	Poor
	5.00 – 7.49	Very poor



## CHAPTER IV

### RESEARCH PROCESS, FINDINGS, AND DISCUSSION

This chapter presents important points concerning research findings and discussion. It presents the reconnaissance, process of the research conducted in Cycle I and Cycle II, and the result of the research in Cycle I and Cycle II. Each cycle in this research consists of planning, actions and observation, and reflection. The details of the research process are presented below.

#### A. Reconnaissance

##### 1. Identifying the problem

To identify the problems in the field, the researcher did some activities. The activities conducted will be shown in Table 5 below.

Table 5: The period of Conducting Activities to Identify Problems Existed

No	Activities	Period
1	Observation	November, 7 <sup>th</sup> 2012
2	Pre-test	November, 13 <sup>th</sup> 2012
3	Interview the students	November, 14 <sup>th</sup> 2012
4	Interview the English teacher	November, 14 <sup>th</sup> 2012
5	Cycle 1	November, 21 <sup>th</sup> – 23 <sup>rd</sup> 2012
6	Questionnaire	November, 23 <sup>rd</sup> 2012
7	Cycle 2	November, 27 <sup>th</sup> – 28 <sup>th</sup> 2012
8	Questionnaire	November, 28 <sup>th</sup> 2012
9	Post test	November, 29 <sup>th</sup> 2012
10	Interview the students	November, 30 <sup>th</sup> 2012



The first activity was observing the teaching and learning process. The observation was conducted to watch and notice classroom events closely. The second activity was interviewing the English teacher and the students. The interview with the English teacher was conducted to find out the strategies of the English teaching and learning. The interview with the students was conducted to deepen observation dealing with their learning strategies in writing. The last activity was administering pre-test to the students. It was conducted to know the students' ability. The result of the classroom observation is presented in the form of vignette on the next page.

Along the process of the observation, the researcher found some problems. Those problems were dealt with some aspects in writing ability and motivation. They are presented in Table 6 on the next page.

**Table 6. The vignette of classroom observation.**

Place: SMP N 2 Yogyakarta

Date: November 2012

Time: 09.40 – 11.25

The researcher came to SMP N 2 Yogyakarta at 09.40 a.m. She went to the teacher's room to meet the English teacher, Triyani, S. Pd. The teacher asked the researcher to wait in front of the teacher's room while waiting for the class begin. After that, the teacher invited the researcher to come over and observe the teaching and learning process in the class directly. The class was started at 10.05 a.m. The teacher taught a recount text in that meeting. **(1) Some students looked not ready for the class.** There were some students who did not wear their shoes, the uniform that they wear were not tidy up, the class was messy with things unneeded on their table. The teacher greeted the students before starting the lesson. At first, the teacher asked the students whether any assignment or not. **(2) When the teacher said it, there were many students still talking each other.** There were some students speak loudly to each other. The teacher looked like have no effort or hard to make the class concussively. It needed much time to make them silent. Then, the teacher showed up a text by using LCD. **(3) But, the USB cable of the LCD that the teacher used was broken,** so the review text in front of them did not look clearly and the color turned to pink. **(4) There were some students who complained about it, but the teacher chose to ignore it.** That is why the students were still noisy. The teacher asked all of the students to read aloud the text. **(5) The teacher asked about what the kind of the text was and only a few students can answer it and the other just kept silent.** Then, the teacher asked about the language features of the text like the tense that the text used, how to write a sentence by using the related tense. But, still few of them who could answer the question and the other kept silent and talked to each other. Then, the teacher explained and discussed the exercises. **(6) The discussion was very noisy.** After discussing it, the teacher asked to write a text. The teacher wrote on the whiteboard some titles that the students should choose. Some students did not write directly after the teacher let them to write. Mostly the students needed a long time to think over about what the first idea that they should write. **(7) They did not know how to start writing.** They chose to ask the teacher rather than find the correct vocabulary in the dictionary by themselves. **(8) They did not open the dictionary.** Moreover in their written text, there were many mistakes in terms of grammar, spelling and punctuations. **(9) The teacher did not give any comments or correct their work.** Then, the teacher made the activity as a homework because the time was up. The class was over without summarizing the materials. The teacher did leave-taking to close the meeting.

Table 7: Field Problems in VIIIF SMP N 2 Yogyakarta.

No	Problems	Codes
1	When the teacher came to the class, the students were not ready to study yet	S
2	The students did not bring the course book/ text	S
3	The students easily get bored during the lesson	S
4	The students played with their classmates while the teaching-learning process was in progress	S
5	The students were lazy to look up new words in dictionary	S
6	The teacher did not give any comments or correct their work.	S
7	The students had difficulties pronouncing English words	S
8	The students did not have sufficient time in the process of writing	S
9	The students asked other students to answer the teacher's question	S
10	The students lacked vocabulary mastery	S
11	Some students liked running around the classroom during the activities	S
12	Some students were afraid of being pointed out	S
13	The teacher often did not know that there were students playing games during the teaching learning process	T
14	The teacher sometimes did not give a warning when some students talked to their friends	T
15	The teacher gave the students too little time in doing some tasks	T
16	The teacher often treated the students differently, who did not make noise and made noise and for whom active and inactive (classroom management)	T
17	The teaching-learning facilities (e.g. sources, language lab) were limited.	F
18	The teacher only focused on her speaking ability in delivering material because she knew that the process was in observation,	T
19	The students had low motivation joining the classroom	S

Based on the identification above, there are some problems related to the process of teaching-learning in writing. They were categorized into problems on students (S), teachers (T) and facilities (F). Since the focus of the study is on the use of mind mapping to improve the students' writing achievement, the problems that would be solved were problems that were related to the process of teaching and learning in writing especially at the

descriptive and recount texts. The table of problems related to the teaching-learning of writing will be shown in the next page.

Table 8. The Problems Related to the Teaching-Learning Process in Writing

No	Problems	Codes
1	Some students often made a noise (e.g. talked to their friends) without paying attention to what the teacher said so it caused the time of teaching and learning process insufficient.	S
2	Some students liked running around the class during the activities and this activity looked annoying to whom doing the activity seriously.	S
3	The students were lazy to look up new words in dictionary and they rather asked directly to the teacher.	S
5	Some students did not know how to start writing	S
6	The students lacked grammar ability.	S
7	The students had difficulties to write.	S
8	The students had difficulties to generate ideas when they were writing	S
9	The students lacked vocabulary mastery.	S
10	The students easily get bored during the lesson.	S
11	The students did not have much time in the process of teaching writing	S
12	The teaching-learning facilities (e.g. sources, language lab) were limited.	F
13	The students had low motivation in joining the classroom.	S
14	The students chose to ask the right answer to the teacher rather than find the answer by themselves by using the available media, dictionary.	S

S: students, F: facilities

Based on the problems related to the teaching-learning process in writing, the researcher and the teacher discussed the main causes of the problems. It was agreed that the main causes of these problems were:

1. The student's motivation was low in teaching and learning process which was caused by the lack of the teacher's ability in maximizing the use of the available media in the class.
2. An ineffective strategy in teaching-learning process of writing.
3. Poor class management.

The teacher asked the researcher to propose some action plans to overcome the field problems. The teacher added that the actions plans should consider the limitation of fund, time, and the ability of the researcher and the teacher in conducting the research. The data above were valid in line with the concept of democratic validity.

## **2. Determining the Actions to Overcome the Problems**

In determining the actions to overcome the problems, the researcher combined the collected data in observations and used the teacher's suggestion. As suggested by the teacher, the researcher made some action plans to overcome the field problems. The actions were intended to overcome the problems of the students who had difficulty in understanding recount texts, the students who usually talked with their friends and made noise, the students who seemed to be lazy to study in the writing activity, and students' lack of vocabulary.

The action plans were as follows:

- 1) Using a new technique of mind mapping in writing the recount text.

The use of mind mapping was intended to make the students more interested in writing. This also helps the students comprehend the material and arrange their ideas especially in writing recount texts. The process of writing included deciding a title and putting it in the center of the paper, by using their imagination, they start to draw a mind mapping based on the ideas that they have, after making a mind mapping, they make it into a text, revising and editing the drawing and the text and, finally the end product. Thus, writing needs process and skills that really involve the students into some stages before coming to written product.

- 2) Employing the stages of English teaching-learning cycle in the teaching and learning process of writing.

Motivation was needed in building students' awareness toward writing skills. When the students are motivated to follow the lesson, it is easy for them to understand the material well. Thus, the learning process is believed to be successful. The English teacher suggested that the actions should be conducted based on the curriculum applied in the school. She showed the materials used for the English subject. After that, she asked the researcher to select the competency and the suitable theme. The researcher agreed and made the lesson plan.

- 3) Improving the classroom management.

The use of mind mapping also helped the students write a good paragraph and understand more in the teaching and learning process. It

also could create the classroom management well. The noisy situation that happened while in the process could be a positive activity to their task. Mind mapping were employed by the researcher to manage or control the students who often made noise (talked to their friends by discussing unrelated task). By having mind mapping as the new technique in writing, the teaching and learning process would be well managed and the teachers could bring the students into a better understanding of the materials. The classroom management also could run well.

The use of mind mapping was intended to make the students more interested in writing helped by their teacher. This would also help the students to comprehend the material especially in writing recount texts. Writing a text by using mind mapping could encourage them to involve the texts writing in the teaching and learning process. The data above were valid based on the principles process validity.

After seeing the problems, the mind mapping was used to solve them. The mind mapping's parts and its function for improving students' writing skill are presented in Table 9 on the next page.

Table 9. Parts of mind mapping and its Function

No	Mind mapping	Function
1	Central picture	It helps students to write as a central thoughts and ideas
2	First or main branches	It helps students to write as a guide of generic structure of the recount text. Those branches contain: orientation (left branch); sequence of events (under the central picture); and re-orientation (right branch)
3	Each branch after the main branches	These branches contain ideas of each part of recount text. They also contain vocabularies which are past verb. Those help students to write a recount text in good lexicogrammatical aspects.
4	Color	It helps students to be more attracted to the materials. It makes students to be more relax and give them chance to explore their creativity.
5	Picture	It helps students to be more attracted and be more motivated and confident to use their imagination to the focus and understand the material.

The conclusion above is said to be valid because the process is done in line with the concept of democratic validity. It means that the researcher worked collaboratively with the English teacher to determine the problems and find the solution.

## B. Report of Cycle 1

The more detailed description of the implementation of the classroom action research in Cycle I can be seen in the following section. It begins from planning, action and observation, and reflection.

### 1. Planning



In this step, the researcher planned to improve students' motivation and component of writing. To improve them, the researcher planned some actions in Cycle 1. They were presented below.

- a. The researcher and the collaborator (English teacher) planned to teach the students about writing and build their knowledge about mind mapping.
- b. The researcher and the collaborator planned to display some recount text as example of the materials. This plan was given to deepen their knowledge about recount text and also to enrich their vocabulary.
- c. The researcher and the collaborator planned to give some activities dealing with some generic structure and lexicogrammatical aspects of a recount text. This plan aims to improve their ability in mastering the use of simple past tense, the organization of the recount text, the mechanism in writing a text.
- d. The researcher and the collaborator planned to explain more about how mind mapping can help them to write a recount text. This plan aims to improve their understanding that mind mapping can help their writing ability.
- e. The researcher and the collaborator planned to give rewards to active students whose answer was correct. This plan could improve their confidence.

- f. The researcher and the collaborator planned to use some pictures of mind mapping. This plan aims to make the students more attractive to the process and also to help them understanding the material given.
- g. The researcher and the collaborator planned to give activities dealing with sketch and coloring. This plan was intended to make the class interesting.
- h. The researcher and the collaborator planned to give some task from the easier to difficult ones. This plan was intended to improve their confidence in accomplishing the tasks.

## 2. Action and Observation

The researcher implemented the actions which had been planned before. The researcher acted as the teacher and the English teacher became the observer. The researcher asked the English teacher to observe teaching-learning process by filling up an observation checklist form. Then, the researcher observed all the activities and wrote the result of the observation in the field notes.

### a. The first meeting

The first meeting was held on Wednesday, 14<sup>th</sup> November 2012. The researcher acted as the teacher and the English teacher became the observer. In the beginning of the session, the researcher greeted the students, introduced the researcher-self and checked the students' attendance. It could be shown in the quotation of Field Note 3.

(01)

.....  
 Setelah semuanya siap, **R memulai pelajaran dengan mengucapkan salam “Assalamu’alaikum warahmatullahi wabarakatuh”**, siswa menjawab “wa’alaikum salam warahmatullahi wabarakatuh”. Kemudian guru menanyakan kabar siswa “So, how are you today?” siswa menjawab “I’m fine thank you and how about you?”. R menjawab “I’m good and excited to see you here”. **Lalu, R memperkenalkan secara resmi nama dan tujuan mengajar di kelas 8F dengan intonasi pelan.** “first of all, I’d like to introduce myself officially. My name is Ana Wihartatik (sambil menuliskan nama di white board). You may call me Miss. Ana. The reason why I am standing here now is to teach you a new method in writing a text in English”. ....after all were ready, **the R began the class by greeted “Assalamu’alaikum warahmatullahi wabarakatuh”**, the students answer “Wa’alaikum salam warahmatullahi wabarakatuh”. Then, the R asked their feeling “So, how are you today?”. The students answered “I’m fine, thank you and how about you?”. The R answered “I’m good and excited to you see here”. **Then, the R introduced officially the name and the purpose to teach in class 8F by using slow intonation.** “first of all, I’d like to introduce myself officially. My name is Ana Wihartatik (while writing the name on the whiteboard). You may call me Miss. Ana. The reason why I am standing here now is to teach you a new method in writing a text in English”.  
 .....

(App/3/FN-1/Nov. 20<sup>th</sup>, 2012)

They were also shy to speak in English when the researcher asked them to say “present” to the student who was called. Some students said “present” in weakly voice, whereas the others just raised their hand and smiled.

The first action, the researcher showed up two kinds of recount text by using good LCD, and then the researcher asked one student to read it loudly. The researcher tried to use English while explaining the materials.

(02)

.....

The researcher: Now, take a look to the white board  
and please **Afifa read the text loudly**  
so your friend will listen to you.

The student (Afifa): Yes, ma'am.

.....  
(App/1/FN-1/Nov. 20<sup>th</sup>, 2012)

The second action, the researcher explained briefly what the recount text is. The researcher explained about the generic structure, the lexicogrammatical used, the social function, and the mechanism in writing a recount text. The researcher displayed three recount texts.

The third action, the researcher asked some students to read aloud the texts in front and gave point rewards for those who want to read the text. This action was intended to improve their confident and motivation in joining the teaching-learning process.

(3)

.....  
*Kemudian, R meminta siswa bernomor 28, Tiyantosa Aji, untuk membaca paragraph pertama dalam teks tersebut. "Would you please Tiyantosa Aji read the first paragraph of that text?" Siswa tersebut membaca sambil berdiri dengan suara keras.*

....then, **R asked the student number 28, Tyantosa Aji, to read first paragraph of the text.** *"Would you please Tiyantosa Aji read the first paragraph of that text?". The student read loudly while standing.*

.....  
(App/3/FN-2/Nov. 21<sup>st</sup>, 2012)

The fourth, the researcher discussed and corrected the wrong spelling and punctuation while the students are reading those texts.

(4)

.....  
*R meralat pengucapan-pengucapan atau spelling yang salah yang diucapkan siswa tersebut.*

The Researcher fixed the wrong spelling which been spoken by the student.

.....  
 (App/3/FN-3/Nov. 21<sup>st</sup>, 2012)

The fourth action, the researcher gave some exercises related to the materials. The exercises were changing the verb 1 into verb 2 and find the Bahasa Indonesian version of each verb. The teacher gave the rewards like candies for those can do the exercise perfectly, or no wrong answers.

The fifth action, displayed three pictures of mind mapping. The researcher introduced and explained the technique that might solve their problems in writing an English text, especially recount text. The researcher showed the three examples of mind mapping by using good LCD. The students looked focused on the materials given. Some students admitted that this new technique was so helpful and interesting.

(5)

.....  
 1. Apakah pelajaran menulis dengan menggunakan mind mapping menarik? Alasan!

**Iya. Bisa belajar sambil menggambar.**

2. Apakah kalian suka belajar bahasa Inggris menggunakan mind mapping? Alasan!

**Iya. Karena jadi tau harus nulis apa**

1. Dengan menggunakan mind mapping, apakah kemampuan menulis dalam bahasa Inggris kalian meningkat? Alasan!

**Iya. Karna sudah paham buat kalimat dengan past tense dan bisa buat mind mapping jadi tau bagaimana menulis dengan benar.**

.....  
 (App/2/quest-1/Nov. 23<sup>rd</sup>, 2012)

After introducing and explaining the new technique, mind mapping, the researcher gave the last action and it was the researcher gave a home work. That home work was to make a mind map individually and submitted on the next meeting.

b. The second meeting

The second meetings were held on Wednesday, 14<sup>th</sup> November 2012. The students were happy when the researcher came into the class. The researcher started the class by greeting the students and checking the attendance list.

(6)

.....  
*R memulai pelajaran dengan **mengucapkan salam dan mengecek daftar hadir siswa**. R mengucapkan "How are you?" kemudian siswa menjawab "I am fine, thank you".*  
 (The researcher started the lesson with **greeting and checking the attendance list. The researcher said** "How are you?" The students answered "I'm fine thank you"

.....  
 (App/3/FN-4/Oct. 28<sup>th</sup>, 2011)

At this meeting, the researcher and the collaborator planned to give some activities dealing to deepen their ability in understanding the recount text and mind mapping.

The first action, the researcher recalled the last materials. The last material was about the recount text related to generic structure, social function, the lexicogrammatical used, and the mechanism. The researcher

asked some students to stand up and answered the researcher's questions about recount text. This action was done to find some understanding improvement about the materials and the students' motivation improvement than the first meeting. The researcher also gave reward for those who want and can answer the questions correctly.

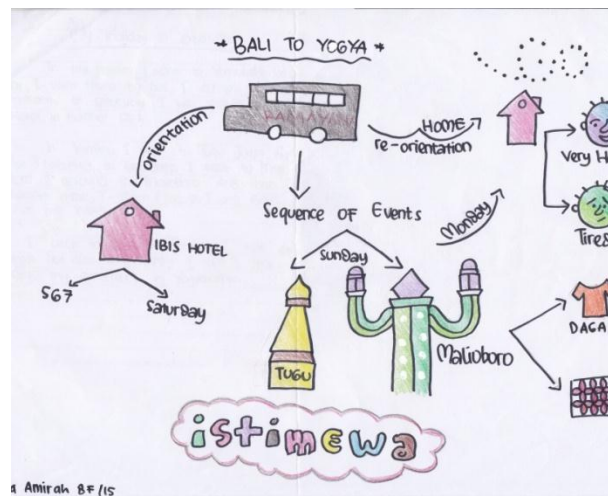
(7)

.....  
*R menunjuk nama dan bertanya tentang materi sebelumnya. "Anselmus, what did we discuss at the last meeting?". Siswa tersebut menjawab "Past tense miss!". R menjawab "Excelent!". Kemudian, seperti sebelumnya, siswa yang lain memberi tepuk tangan.*

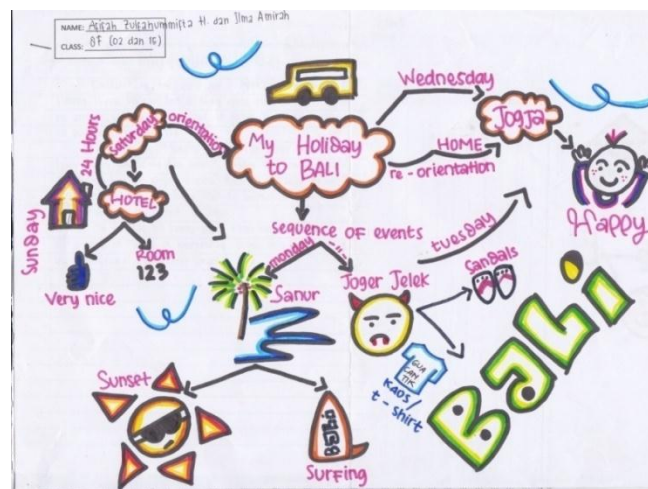
The researcher **pointed and asked about the last meeting's material.** "Anselmus, what did we discuss at the last meeting?". The student answered "Past tense miss!". R **rewarded "Excelent!"**. Then, the others gave ovation to him.

.....  
 (App/3/FN-3/Oct. 21<sup>st</sup>, 2012)

At this meeting, the researcher asked the students to show their mind mapping. Then, the researcher re-explained about what the mind mapping is, what the function of the mind mapping is, and how to make the mind mapping. Then, the researcher asked the students to fix or to add more details of events or to fix the story arrangement so when they make a story based on their mind mapping they will not misunderstand the story that they want to share or tell.



(Picture 8: student's work 1: Ilma Amirah)



(Picture 9: student's work 2: Afifah)

In the second action, the researcher observed the students' activity in fixing their mind mapping. The researcher helped them whether they needed the color pencils because the researcher provided it just in case.



In the last action, the researcher gave the production task. It was to make their mind mapping in to a recount text. While the students were writing a recount text, the researcher guided and observed the activity whether they needed any kinds of help related to the material.

c. The third meeting

At the third meeting the researcher actually found some problems existed since the activities were implemented. It was about the used of simple past tense and vocabulary mastery. The researcher tried to discuss it with the English teacher and the English teacher gave a solution to the researcher to make sure those indicated problems by giving the students tasks. That was why at this meeting the researcher gave the students some task: arranged the jumbled paragraph, filling up the blank sentence, and translate some simple Bahasa Indonesia sentences in to English sentences. The tasks can be seen in the appendix.

In the first action,, the researcher reviewed the last materials and discussed the production task. The researcher did the correction on lexicogrammatical aspects, punctuation, and organization. The researcher tried to state that the text should be based on the mind mapping that they have made.

BALI TO YOGYA

orientation

IBIS HOTEL

567

Saturday

Sequence of Events

Sunday

Tugu

Malioboro

DAGADU

Monday

Very Happy

re-orientation

istimewa

### My Holiday in Yogyakarta

On my holiday I went to Yogyakarta alone. I went there by bus. I arrived in Yogyakarta at Saturday. I was visited in Ibis Hotel, in number 567.

On Sunday, I went to Tugu Jogja. After satisfied in Tugu Jogja, I went to Malioboro. I arranged the Malioboro. And then I bought some T-shirts (Dagadu) and Batik for my family in Bali.

I went back to Bali on Monday. I felt very tired but also very happy. I can't forget my experience in Yogyakarta.

walked around     $C + org + gr + voc + Mech$   
 $4 + 4 + 3 + 3 + 3 = 17$

Amirah 8F/15

(Picture 10: student's work 3: Ilma Amirah)

My Holiday to Bali

orientation

Hotel

Room 123

very nice

Sanur

Surfing

Joger Jelek

T-shirt

Wednesday

Jogja

re-orientation

Bali

### My Holiday to Bali

On Saturday, my family and I spent the holiday in Bali. I went there by car. Trip to there spent time 24 hours. After we arrived, we spent the night in Hotel. The Hotel was very nice. We got room number 123.

The next day (Monday), we went to Sanur Beach. At Sanur Beach, we looked the sunset. Before we looked sunset, I with my brother played surfing. After from Sanur Beach, I with my family went to Joger Jelek to bought some t-shirts and sandals for my friends in Jogja.

On Tuesday my family and I came back to Jogja. We arrived in Jogja at Wednesday. I felt very happy. It was my experience I would never forget.

$C + org + gr + voc + Mech$   
 $4 + 4 + 3 + 3 + 3 = 17$

Afifah Zulqahummiya Hidayat  
8F/02

(Picture 11: student's work 4: Afifah)

The second action, the researcher gave quiz dealing with mastery the last material: jumbled paragraph, fill in the blank, and translate some simple sentences in Bahasa Indonesia in to English.

Based on three meetings above, it can be concluded that the process of English teaching-learning can be said to be valid because the process which is done is in line with the concept of process and catalytic validity. To assess the process validity, the researcher examined the data and identified whether the students were able to go on learning from the process. It is supported by some data sources that show the process is valid. The data sources are field notes, sample of students' work, and questionnaires. Then, to get the catalytic validity, the researcher gave chance to the students to give their responses about the research. In addition, the result of action is said to be reliable because the process which is done is appropriate with the concept of time and methodology triangulation. It means that there is more than one technique of collecting data and the result is same from time to time.

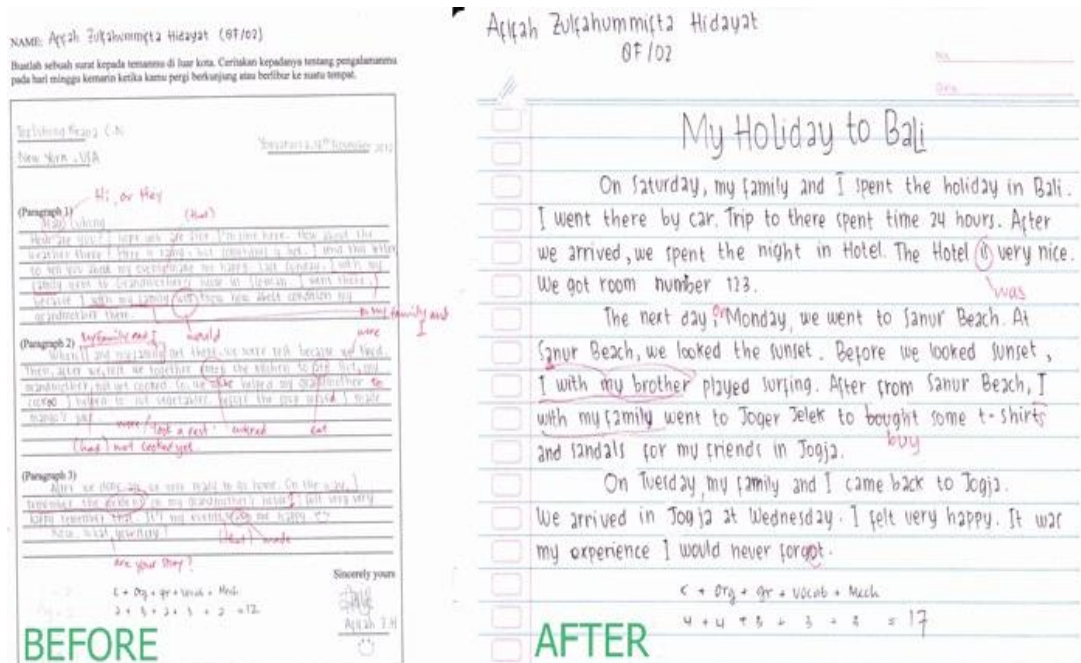
### 3. Reflection

Based on the observation results which were done through writing in the form notes and collecting students' work and comments, in this reflection stage there were some improvements. The improvements would be described as follows.

a. There was the improvement in writing ability

The improvement was in grammar and sentences arrangement. Before the research, the students made mistakes of grammar. But after the researcher explained and gave some activities, there was improvement in language feature or in lexicogrammatical. They did not forget the structure of simple past tense. They already know that the verb should be in verb 2. But, not all the students had already understood how to change the verb 1 into verb 2.

The other improvement was that they knew the organization of the recount text. At the first time (pre-test) most of the students made mistake on it. They did not understand the suitable organization or generic structure of a recount text should be. But, after the researcher introduced how to make a text by making a mind mapping before, the students' made improvement on it. The students had understood how to make a recount text based on generic structure. They did not get confused anymore how to arrange a recount text. The contents that they provide were relevant to the topic. Their writing can also be understood easily eventhough, they still had mistakes in grammar and mechanics (spelling and punctuation).The improvement can be seen on the example of a student's work below. But still, the improvement was not really enough to be said improved successfully. Because there were still have mistakes.



(Picture 12: students' work 6: Afifah)

#### b. The Students improvements on motivation

There were some improvements from the students. The causes of those improvements were: (1) the researcher used media effectively; (2) the researcher was creating interesting activities; and (3) the researcher gave rewards for those who were active in class and could answer questions correctly.

- 1) The researcher also tried to use provided media effectively like using LCD made the students were focused on the materials and that made their motivation in joining the class was improved.

- (8) .....  
 Bagaimana dengan materi yang disampaikan, menarik?  
 Atau Tidak menarik? Alasan!  
 Student 1: “Cara neranginnya **jelas** karna pakai LCD  
 yang **warnanya jelas**”  
 Student 4: “Iya. Miss Ana **pakai LCD** yang warnanya  
 jelas jadi **paham dengan materinya**” dan  
 “Menarik. Karna **ada menggambar**, LCD  
 yang gak rusak”.  
 Student 5: “cara kasih tau siswa dengan  
 menggunakan LCD. Ada **gambar-**  
**gambar**nya juga. Tambah paham”.  
 .....  
 (App/1/quest-2/Oct. 23<sup>rd</sup>, 2012)

- 2) The researcher tried to solve the motivation problem by using some interesting activities. i.e. they asked to have the same technique to write, they came in front to answer the task activity on white board, they came in front to read aloud their story, let them to have discussion activities such as moving from one table to another, sketching and coloring the sketch.

- (9) .....  
 Student 2: “Miss **besok gambar lagi** ya. Besok tak bawa  
 pensil warna wes!”  
 Student 3: “Miss, aku uda bikin dua gambar, kira-kira  
 yang bagus yang mana ya miss?”  
 Student 1: “Miss, kalau aku **maju** nanti **dapet nilai**  
**tambahan** gak miss?”  
 .....  
 (App/3/FN-4/Oct. 23<sup>rd</sup>, 2012)

- 3) The last factor that improves their motivation was because the researcher gave rewards for them who can answer the questions correctly. By giving rewards in words like saying “excellent!” or

“good” or by giving them point to every correct answer which proved improving their motivation

(10)

.....  
Student 1: “Miss, kalau aku **maju** nanti **dapet nilai tambahan** gak miss”

Student 1: “Miss, aku uda **2 kali maju**, dapet **nilai tambahan** gak miss?”

Student 3: “**seneng** deh dapet **nilai tambahan**. Makanya **maju!**” (mengajak yang lain untuk maju ke depan).  
.....

(App/3/FN-5/Oct. 23<sup>rd</sup>, 2012)

(11)

.....  
Kemudian siswa dengan nomor 12 **mengangkat tangan dan menjawab pertanyaan** dengan benar. R menjawab “**Perfect, sempurna!**”. Secara spontan siswa yang lain memberikan tepuk tangan. Kemudian, R memberikan pertanyaan pancingan yang kedua. “*kira-kira tense yang digunakan apa?*”. Siswa bernomor 23 menjawab dengan lirih “*past tense miss!*”. R menjawab “**Perfect!**” kemudian siswa lainnya tepuk tangan lagi. (*Then, a student numbered 12 raised her hand and answered the question correctly. R answered “Perfect!” the other clapped their hands spontaneously. Then R gave second question. “what the tense that is used?”. The student number 23 answered the question with low voice “Past Tense miss!”. R answered “Perfect!”. Then, the other students clapped their hands again*)  
.....

(App/3/FN-6/Oct. 23<sup>rd</sup>, 2012)

c. The students’ were enthusiastic to do writing activities

When the students were introduced a new teaching technique which basically helped them to improve their ability in writing in English,

they looked enthusiastic and interested to the teaching and learning process. It can be showed as follow.

- (12) .....  
 Apakah pelajaran menulis dengan menggunakan mind mapping menarik? Alasan!  
 Student 1: “Iya. **Belum pernah sebelumnya. Jadi paham caranya buat teks recount**”  
 Student 2: “Iya. Karna aku **suka menggambar**”  
 Student 5: “Iya. Karna aku **suka menggambar dan mewarnai. Jadi tau vocabulary yang dibutuhkan. Juga hafal vocabulary**”  
 .....  
 (App/2/quest-3/Nov,23<sup>rd</sup> 2012)

- (13) .....  
 Bagaimana dengan materi yang disampaikan, menarik? Atau Tidak menarik? Alasan!  
 Student 2: “Iya. Soalnya **belum pernah ada pelajaran menggambar di kelas bahasa inggris**”  
 Student 5: “Cara kasih tau ke siswa dengan **menggunakan LCD. Ada gambar-gambarnya juga. Tambah paham! ☺**”  
 .....  
 (App/2/quest-4/Nov,23<sup>rd</sup> 2012)

d. The researcher managed the class well.

The ability of researcher in managing the class also gave good solution to improve their motivation. It was shown in the field note below.

- (14) .....  
 “tapi, sebelum kita memulai pre-test, saya minta siapapun yang **belum memakai sepatu silahkan dipakai, yang belum rapi pakaiannya silahkan dirapikan, atau ada yang rambut masih berantakan**



**silahkan disisir dulu** rambutnya?” (*but, before we are going through to pre-test, I ask to anyone who do not wear shoes yet, please wear it, for whom which the uniform is not tidy yet, please make it so, and for whom which even the hair is still messy, please comb it!*).

.....  
(App/3/FN-7/Nov,13<sup>rd</sup> 2012)

(15)

.....  
“tapi, sebelum kita memulai pre-test, saya minta siapapun yang **belum memakai sepatu silahkan dipakai**, yang **belum rapi pakaiannya silahkan dirapikan**, atau ada yang **rambut masih berantakan silahkan disisir dulu** rambutnya?” (*but, before we are going through to pre-test, I ask to anyone who do not wear shoes yet, please wear it, for whom which the uniform is not tidy yet, please make it so, and for whom which even the hair is still messy, please comb it!*).

.....  
(App/3/FN-8/Nov,13<sup>rd</sup> 2012)

(16)

.....  
R mengingatkan waktu yang tersisa hanya 5 menit dan beberapa siswa **mengeluh** karna waktu yang diberikan tidak cukup. R menjelaskan bahwa **waktu yang diberikan sudah cukup kalau dari awal siswa menggunakan waktu sebaik-baiknya**.

.....  
(App/3/FN-9/Nov,13<sup>rd</sup> 2012)

Based on the observation, the researcher and the collaborator also analyzed some weaknesses in Cycle 1:

- a. The pictures of mind mapping that the researcher had provided were too complex. The students needed a simple mind mapping. The point

was that the students understood the materials but they needed simple mind mapping.

- b. The students needed more activities in mastering vocabulary, understanding the use of simple past tense, punctuation. This problem clearly existed. They were still confused how to deal with dictionary. Some of them still did not know how to find a word in it. They rather chose the answers by asking the researcher directly than having to find it out in dictionary.
- c. Some students seem confused to generate their ideas. Even they already know how to make mind mapping, they still have problem in generating their ideas

Those weaknesses would be solved in Cycle II in which the actions will be discussed with the collaborator.

From the reflection above, it can be concluded that the results of Cycle I are said to be valid because it is appropriate with process, dialogic, and outcome validity. It means that there are some improvements and weakness. The improvements and weakness are supported by some data sources, such as field notes, questionnaires, and sample of the students' work. Besides, it can also be said that the results are reliable because there were more than one observer, i.e. the researcher and observer, in gathering data. It is in line with the concept of investigation triangulation.

### C. Report of Cycle II

The more details of description of the implementation of the classroom action research at Cycle I can be seen in the following section. It begins from planning, action and observation, and reflection. This cycle only consists of two meetings because the researcher and the collaborator analyzed that there were significantly improvement in their motivation and writing skill. In this Cycle, there were two meetings and the last meeting was conducted post test.

#### 1. Planning

In this step, the researcher planned to improve students' motivation, component of writing and how to generate the ideas. This cycle was implemented to solve the problems in Cycle I.

- a. The researcher planned to discuss about 10 minutes about the task given at the last meeting (meeting 3, Cycle 1).
- b. The researcher and the collaborator (English teacher) planned to teach the students about how to generate idea.
- c. The researcher and the collaborator planned to display some recount text and its mind mapping as examples of the material. This plan was given to deepen their knowledge about recount text by using mind mapping.
- d. The researcher and the collaborator planned to explain more about how to generate ideas then arrange them into mind mapping and make that concept of story into a recount text. This plan aims to improve their ability

in exploring their ideas and understanding that mind mapping can help to arrange those ideas into a good story.

- e. The researcher and the collaborator planned to give an activity about generating ideas based on the topic chosen. The activity in generating ideas could improve their vocabulary mastery and lexicogrammatical aspects of a recount text.
- f. The researcher and the collaborator planned to give rewards to active students whose was correct. This plan could improve their confident.
- g. The researcher and the collaborator planned to give activities dealing with sketch and coloring. This plan aims to make class interesting.
- h. The researcher and the collaborator planned to give some tasks from the easier to difficult ones. This plan to improve their confidence in accomplishing the tasks.

## 2. Action and Observation

The researcher implemented the actions which had been planned before. The research acted as the teacher and the English teacher became an observer. The researcher asked the English teacher to observe teaching-learning process by filling up an observation checklist form. Then the researcher observed all the activities and wrote the result of the observation in the field notes.

a. Fourth meeting

Before the researcher did her action dealing with the materials, the researcher greeted and checked the attendance list.

(17)

.....  
*R memulai pelajaran dengan mengucapkan salam dan mengecek daftar hadir siswa. R mengucapkan "How are you?" kemudian siswa menjawab "I am fine, thank you".*  
 (The researcher started the lesson with **greeting and checking the attendance list. The researcher said** "How are you?" The students answered "I'm fine thank you"  
 .....

(App/3/FN-4/Nov. 28<sup>th</sup>, 2012)

In the first action, the researcher discussed the last task. The researcher discussed the mistakes that they usually made.

In the second action, the researcher and the collaborator decided to teach them how to generate idea by using mind mapping. Considering that this method was never used by the English teacher before, the researcher displayed a topic, for example "My activities last night". Then the researcher asked some students to think over and speak up some ideas based on the generic structure. The ideas were written one point to another point in a simple sentence or main information. The researcher was really being a guide to the process at that time. The researcher really gave the students opportunity to explore their generated ideas. This action really needed extra time because the researcher conducted the relax environment. The researcher allowed the students to have discussion to

another. The class was quite noisy, but that noise was caused by their discussion. The researcher could handle it.

The third action, the researcher asked the students to make those generated in to a sketch of story. It was mind mapping. The aim was when the students write a recount text based on the generated ideas they could be focused on the story lined with the mind mapping. The researcher observed and handled the process.

In the fourth action, the researcher asked the students to make the mind mapping into a recount text. There were no complains when the researcher asked them to write a text. They looked enjoyed with the activities. Because the time was up and the last activity had not done, the researcher decided to make it as homework.

The image displays a student's work on a worksheet and a corresponding mind map. The worksheet on the left is titled "Choose one and generalize the topic that you have chosen below into some ideas!" and lists four options. The student has chosen "My Unforgettable Holiday". Below this, there is a section for "GENERALIZING IDEAS" with a box for the student's name (Rahmadita Tri H) and NO (05.02.03). The main section is titled "My Unforgettable Holiday" and contains handwritten notes under "Orientation", "Sequence of events", and "Re-orientation".

The mind map on the right is titled "My Unforgettable Holiday" and branches into three main sections: "Last holiday", "Events", and "Re-orientation".

- Last holiday:** Gembira loka Zoo, by Car.
- Events:** bought ticket, Walked around, Saw animals, Saw people, lunch.
- Re-orientation:** Packed, Ready to home, Happy, Tired.

(Picture 13, student's work 7: Rahmadita)

b. Fifth meeting

In the first action, the researcher reviewed the last materials and what had been discussed before.

In the second action, the researcher asked the students to show their homework by rising up their own work.

The third action, the researcher displayed two of the students' work on LCD. At this meeting, the researcher showed some errors that always been done by them and asked them to revise their own writing. For example, they usually wrote "I and family" and the correct one is "my family and I". The researcher also showed the errors in mechanism like spelling and punctuation.

In the fourth action, the researcher asked the students to check their writing and do the revision by themselves and the researcher also asked them to re-write their writing after doing the revision.

Luhung Kirana C.V.

8F  
18

### Holiday at Semarang

Last holiday, my family and I went to Semarang. We went by our car. On Saturday, at 7 pm, we arrived at Semarang. We stayed at Semarang at Ibis Semarang Simpang Lima Hotel.

On Sunday morning, at 10 am we went to ~~Islam~~ Masjid Agung Semarang. The mosque was very big and clean. After we walked around the mosque, we went to tower of the mosque. After that, we prayed duhur. At 1 pm, we went to Marina Beach. We played with the wave. Suddenly, ~~we~~ we found a jellyfish. After that we ~~took~~ gave the jellyfish back to the sea.

After that, we went to ADA Swalayan at 2.30 pm. We bought some snacks and drank the tea. ~~And then~~ We prayed Ashar at musholla near the ADA Swalayan. After that, we went to Vihara Buddha-gaya Watugong at 4 pm. We saw a big Buddha sculpture. At 5 pm we went back to hotel.

From hotel, we went to Lumpia gang Lombok no 11 at 7 pm. We bought some lumpias. After that, we went to Yogyakarta. We felt so tired, but happy.

C + org + gr + vocab + Mech

4 + 4 + 3 + 4 + 3 = 18

(Picture 14, student's work 10: Luhung)



just for

NAME: Rahmadita Tri Hapsari  
NO: 8F(23)

My Holiday on Last Sunday

Last Sunday, my family and I went to Gembira Loka Zoo in Yogyakarta. We went by car. We went at 9 a.m. Gembira Loka Zoo was far.

We arrived in Gembira Loka Zoo at 11 a.m. There, we bought ticket. We bought for 5 people. The price was Rp 50.000 and it's very expensive. Then, we walked around Gembira Loka Zoo. In Gembira Loka Zoo, we saw many people and many animals. The animals were cat, tiger, bird, crocodile, duck, pig, snake, etc. After that, my brother and I played playing fox. My brother and I bought snack. The price was Rp. 10.000. It's expensive. My family and I felt hungry. Then, we ate in park. We ate fried chicken, fried fish, fried rice, etc. We drank orange juice and ice cream. These ~~these~~ food and drinks were very delicious.

meal

After that, we packed our bags. We went back to home. On the way, I felt tired but happy.

$C = \text{org} + \text{gr} + \text{vocab} + \text{Mech}$   
 $4 + 4 + 4 + 3 + 4 = 19$

(Picture 15, student's work 11: Rahmadita)

Based on two meetings above, it can be concluded that the process of English teaching-learning can be said to be valid because the process which is done is in line with the concept of process and catalytic validity. To assess the process validity, the researcher examined the data and identified whether the students are able to go on learning from the process. It is supported by some

data sources showing that the process is valid. The data sources are field notes, sample of students' work, and questionnaires. Then, to get the catalytic validity, the researcher gave chance to the students to give their responses about the research. In addition, the result of action is said to be reliable because the process which is done is appropriate with the concept of time and methodology triangulation. It means that there is more one technique of collecting data and the result is the same from time to time.

### 3. Reflection

Based on the observation results which were done through writing in the form notes and collecting students' work and comments, in this reflection stage there were some improvements. The improvements would be described as follows.

#### a. Most of the their writing ability was improved

In Cycle I, the researcher found that there were some problems that had been not solved yet or improved yet. For example, their ability in writing in a good text based on appropriate grammar should be. But, after the researcher gave some action regarding to give solution to this issue, there were some improvement on their ability in writing. Such as, most of them had understood how to use simple past tense. They understood how to change verb I to verb II. They understood which regular and irregular

verbs are. Besides, most of them had already aware of the punctuation used and spelling. The improvement can be shown below.

b. There was the improvement in managing the class

Beside of the improvement in writing ability, there was improvement from the way the researcher should be. It was in managing the class. The researcher was being more patient, explained loudly, more often split the language to make the students more understand and to be attracted to the lesson. The researcher also made the class more interesting by making some groups to give a chance to the students to share their thought and knowledge. The improvement can be shown at the photographs in appendix and the questionnaire below.

(18)

.....  
Apakah kamu senang atau tidak sewaktu bekerja sama dalam belajar? Kenapa?

*Student 6 : “**Senang**. Karna **ada teman yang bantu**”.*

*Student 7 : “Bekerja bersama karna **asik dan seru**”.*

*Student 8 : “Suka. karna bisa **saling membantu mengerjakan tugas**”.*

.....  
(App/2/quest-4/Nov. 28<sup>th</sup>, 2012)

- c. There was the improvement on students' confidence to accomplish the tasks.

While they were fulfilling the task, personal task, they looked confidence doing by themselves. They used dictionary that they have. They rarely asked the researcher about the answer. This new technique in writing was really helping them to write in a good sentence and writing was not a difficult activity anymore.

(19)

.....  
Apakah kamu sekarang paham cara membuat teks recount?

Student 6 : "Ya".

Student 9 : "Ya. ***Ternyata mudah***".

Apakah kegiatan menulis susah?

Student 7 : "***Tidak susah lagi***"

Student 8 : "***Dulu*** sih susah, tapi karna ada mind mapping jadi tidak susah"

.....  
(App/2/quest-4/Nov. 28<sup>th</sup>, 2012)

- d. The picture of mind mapping can be seen and more understandable.

In the Cycle I, some students complained too the researcher dealing with the mind mapping pictures as example. They thought that the displayed mind mapping were complicated. They wanted a simple one and in Cycle II, the researcher tried to explain the technique by displaying some simple mind mapping pictures.

(20)

.....  
 Bagaimana dengan gambar-gambarnya, menarik atau tidak?

*Student 9 : “Menarik. Karna gambarnya jelas, lucu dan tidak membingungkan”*

*Student 6 : Menarik. Lebih jelas dan simple”*

.....  
 (App/2/quest-2/Nov. 28<sup>th</sup>, 2012)

From the reflection above, the researcher did not find any difficulties in delivering the materials and the students could understand her explanation. The students could learn grammar and knew how to make sentences and also knew how to make a recount text. They also felt excited joining English class.

So, the results of cycle II are said to be valid because it is appropriate with the outcome, dialogic, and process validity, it means that there were some improvements. The improvements are supported by some data sources, such as field notes, questionnaires and sample of the students' work.

#### **D. Research Findings and Discussion**

##### **1. Research findings**

After analyzing the research results which were gathered in several sources of data such as field notes, questionnaires, observation, interview transcripts, the score of pre-test and post test, photographs and lesson plan, the researcher concluded several findings of the research.

In Cycle 1, the researcher found four improvements. They are: (1) There was improvement on students' writing ability, (2) there was improvement on

students' motivation, (3) there was improvement on students enthusiastic to do writing activities, (4) the researcher managed the class well. There were also weaknesses in Cycle I. they are: (1) the pictures of mind mapping were too complex, (2) the students needed more activities in mastering vocabulary, (3) some students were still difficult in generating idea, (4) they had problem in punctuation, and (5) they had problem in their confident while they are writing. The findings are said to be valid and reliable because the process is done in line with the concept of outcome validity and investigation triangulation.

From finding above, these can be summarized into some points. They are as follows:

a. The improvement on students' writing ability

The improvement on students' ability could be seen from two data sources, namely quantitative and qualitative data. From quantitative data, there was an improvement of students' writing score. It could be seen from students' mean score and compare between the mean score of pre-test and post test.

Furthermore, from the qualitative data, it shows that the students could write a text in English well. It could be seen from five aspects, namely content, organizing, grammar, vocabulary, spelling, and punctuation. The data could be proved based on sample of students' work.

b. The improvement on students' motivation

Mind mapping was a technique used to improve the students' writing ability because, this technique could attract them to focus on the teaching-learning process. At the same time this techniques also challenged them to express all their thoughts or ideas in to a writing.

Based on some of students' comment, they wrote that mind mapping were interesting technique. It can be shown in the data source below.

(21)

.....  
Apakah pelajaran menulis dengan menggunakan mind mapping menarik? Alasan!

Student 1 : "Iya. Bisa **belajar sambil menggambar**"

Student 2 : "Iya. **Belum pernah** sebelumnya. Jadi paham caranya buat teks recount".

Student 5 : "Iya. Karna aku **suka menggambar dan mewarnai**. Jadi tau vocabulary yang dibutuhkan. Juga hafal vocabulary.

.....  
(App/2/quest-1/Nov. 23<sup>rd</sup>, 2012)

From the data above, it can be concluded that the students were excited using mind mapping in making a text.

Besides, mind mapping can encourage and increase their cooperation. While they worked in group, they could share and exchange their thoughts, knowledge, and information with others.

c. The improvement on teaching technique

Mind mapping could improve students' writing ability by providing a real audience context and purpose. It means that the students experienced a real contextual learning and achieved the purpose as well.

It can be concluded that mind mapping can improve their ability by providing media to practice vocabulary, make and organize sentences into a story.

d. The improvement on students' confidence

The students felt confident when they accomplished the tasks and wrote a story. It could be seen from their writing results. Some of them got score 4. Moreover, the activities were arranged from easier to more difficult or guided to free practice. So, they knew what to do in the next activity because they had understood the previous task.

## 2. Research Discussion

The last step of Action Research process was discussing the result of the research with the English teacher as a final reflection. The English teacher and the Researcher concluded that using mind mapping in teaching writing was an effective activity to improve students' writing ability.

The English teacher and the researcher decided to stop the cycle since the result of the last cycle had shown a good improvement as students' writing ability. It can be seen from:



a. Qualitative data

Qualitative data sources used by the Researcher were observation in the form of field note, interview transcript, samples of students' work, photo, and questionnaires. These sources gave the significant results of this research from the students' side as the subject of teaching and learning process through mind mapping.

Based on the observation and interview at reconnaissance step, the students said that writing practice was difficult. It could be seen from the data below.

(22)

.....  
**R : “Apakah pelajaran menulis berbahasa Inggris susah?”**

S1 : “writing miss. soalnya aku bingung apa yang harus aku tulis. Bikin kalimat aja gak tau bener apa enggak miss.”

S2 : “kadang sih bisamiss. Cuma kalau uda kasih task menulis, wah jadi bad mood miss. Gak tau apa yang harus aku tulis miss. Wong bikin kalimat aja masih salah-salah malah suruh nulis paragraph lebih dari satu. Susah miss”.

**R : “Bagaimana dengan latihan-latihan menulis dengan bahasa Inggris yang diberikan oleh guru, mudah atau gampang?”**

S3 : “gak bisa miss. Aku **gak tau harus nulis apa**. Mulainya itu lho miss **gak ngerti harus gimana.**”

S4 : “kadang susah miss. Suka salah tenses, lupa miss. kosa katanya banyak. Ribet harus buka kamus terus.”

.....  
(App/1/intrvw-1/Nov. 14<sup>th</sup>, 2012)

From the data above, one strategic method is needed. Solution is needed to solve this problem was that the activities were arranged from easier to more difficult or from guided to free practice. It aimed to guide students to understand the material. Besides, the students needed a teaching technique which made them interested to the teaching and learning process, especially in writing class and the teaching technique was mind mapping.

After joining English class using mind mapping, the students assumed that writing was not difficult. It could be shown in the data below.

(23)

.....  
Apakah kegiatan menulis susah?  
Student 6 : “**Dulu** susah, sekarang lebih mudah.”  
Student 7 : “**Tidak susah lagi**”  
Student 8 : “**Dulu** sih susah, tapi karna ada mind mapping jadi tidak susah”

.....  
(App/2/quest-2/Nov. 28<sup>th</sup>, 2012)

Then, the students felt excited after joining the English writing class using mind mapping. It could be seen on the data below.

(24)

.....  
Apakah kamu senang belajar bahasa Inggris dengan mind mapping? Kenapa?

Student 8 : *“Senang. Saya suka dengan menggambar dan saya jadi paham menulis sebuah teks dengan mind mapping”*.

Student 9 : *“Senang. Ternyata membuat teks dengan mind mapping sangat mudah”*

Student 10 : *“Ya. Karna seru kalau lagi buat mind mapping dan bisa bantu untuk menulis teks yang benar”*

.....  
(App/2/quest-2/Nov. 28<sup>th</sup>, 2012)

Furthermore, before the actions were given, the students had low motivation to learn English because there was not interesting activity. It could be seen that the students made noise and were busy with their own activities, such as playing with their friends or had activity with their mobile phone. This made the students bored. Therefore, most of the students did not get involved in the teaching and learning process.

After the actions were given, the students looked excited to join the class. They involved in the teaching and learning process, especially in English writing class.

Based on the data sources above, it can be concluded that there is an increase of the students' interest. The students liked learning writing in English by using mind mapping. They also like working in groups, the pictures, and coloring. It made the students learn English especially writing in English easily. And as the result, the writing ability of the

students was improved. It is supported by the result of descriptive quantitative analysis which is shown in the next part.

This conclusion is said to be valid and reliable because the process is done in line with the concept of process validity, outcome validity, time triangulation. It means that there are some improvements which are supported by the data sources. Besides, there is more than one observer that were involved in the research and from time to time, the data sources show the same result and give the sense of the actions.

b. Quantitative data

The quantitative data were acquired from pre-test and post-test. The students' score and mean of pre-test and post test can be seen in the following Table 12 on the next page.

Table 10: Students' Writing Score (Pre-test)

No	SC	Aspects															Score
		Content			Organization			Language Use			Vocabulary			Mechanics			
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	2	2	2	2	2	2	3	3	3	2	2	2	3	2	2.5	11.5
2	S2	2	3	2.5	2	2	2	2	2	2	3	2	2.5	2	2	2	11
3	S3	3	3	3	3	4	3.5	2	3	2.5	2	3	2.5	3	2	2.5	14
4	S4	3	2	2.5	3	3	3	3	2	2.5	3	3	3	2	1	1.5	12.5
5	S5	1	3	2	1	2	1.5	1	2	1.5	2	2	2	2	1	1.5	8.5
6	S6	3	2	2.5	3	3	3	2	2	2	2	1	1.5	3	2	2.5	11.5
7	S7	2	2	2	2	2	2	1	2	1.5	1	1	1	2	2	2	8.5
8	S8	2	2	2	2	2	2	1	2	1.5	2	2	2	1	2	1.5	9
9	S9	3	2	2.5	3	2	2.5	3	2	2.5	3	3	3	4	3	3.5	14
10	S10	1	2	1.5	1	2	1.5	3	2	2.5	3	3	3	3	2	2.5	11
11	S11	3	2	2.5	3	3	3	2	2	2	1	1	1	2	2	2	10.5
12	S12	3	2	2.5	3	3	3	3	3	3	2	2	2	3	2	2.5	13
13	S13	3	3	3	4	3	3.5	4	3	3.5	3	2	2.5	4	3	3.5	16
14	S14	2	3	2.5	2	3	2.5	1	2	1.5	2	3	2.5	2	1	1.5	10.5
15	S15	3	3	3	3	4	3.5	3	2	2.5	2	3	2.5	3	2	2.5	14
16	S16	2	2	2	2	2	2	2	3	2.5	2	2	2	2	2	2	10.5
17	S17	3	2	2.5	3	3	3	2	3	2.5	2	1	1.5	2	1	1.5	11
18	S18	3	2	2.5	3	2	2.5	2	2	2	3	2	2.5	2	1	1.5	11
19	S19	1	2	1.5	2	2	2	2	2	2	2	1	1.5	2	2	2	9
20	S20	3	4	3.5	3	2	2.5	2	2	2	2	1	1.5	2	3	2.5	12
21	S21	3	3	3	3	2	2.5	2	3	2.5	2	2	2	3	2	2.5	12.5
22	S22	2	3	2.5	2	3	2.5	2	2	2	2	2	2	2	2	2	11
23	S23	2	3	2.5	3	4	3.5	3	2	2.5	2	2	2	3	2	2.5	13
24	S24	3	2	2.5	2	3	2.5	2	2	2	2	3	2.5	2	1	1.5	11
25	S25	3	2	2.5	2	3	2.5	2	1	1.5	2	3	2.5	2	2	2	11
26	S26	3	4	3.5	3	2	2.5	3	2	2.5	2	3	2.5	3	2	2.5	13.5
27	S27	1	2	1.5	3	3	3	3	3	3	3	2	2.5	4	3	3.5	13.5
28	S28	3	2	2.5	3	3	3	3	2	2.5	2	2	2	3	3	3	13
29	S29	2	1	1.5	1	2	1.5	1	1	1	2	2	2	2	2	2	8
30	S30	3	3	3	3	3	3	3	2	2.5	2	2	2	3	2	2.5	13
31	S31	2	2	2	2	2	2	2	1	1.5	2	3	2.5	2	2	2	10
32	S32	3	4	3.5	4	4	4	3	2	2.5	2	3	2.5	3	2	2.5	15
33	S33	1	2	1.5	1	2	1.5	2	2	2	1	2	1.5	2	1	1.5	8
34	S34	3	2	2.5	3	3	3	2	2	2	2	3	2.5	2	1	1.5	11.5
TOTAL				82.5	87.5			75			73			75			393
MEAN				2.44	2.57			2.21			2.14			2.21			11.56

Table 11: Students' Writing Score (Post test)

No	SC	Aspect															Score				
		Content			Organization			Language Use			Vocabulary			Mechanics							
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A					
1	S1	4	3	3.5	4	4	4	3	3	3	3	4	3.5	3	4	3.5	17.5				
2	S2	4	3	3.5	4	4	4	3	3	3	4	4	4	4	4	4	18.5				
3	S3	4	4	4	4	4	4	3	4	3.5	4	4	4	4	3	3.5	19				
4	S4	4	4	4	4	4	4	3	4	3.5	3	4	3.5	4	3	3.5	18.5				
5	S5	4	4	4	4	4	4	3	4	3.5	4	4	4	3	3	3	18.5				
6	S6	4	4	4	4	4	4	3	3	3	4	4	4	4	3	3.5	18.5				
7	S7	4	3	3.5	4	3	3.5	3	4	3.5	3	4	3.5	4	4	4	18				
8	S8	4	3	3.5	4	4	4	4	4	4	3	4	3.5	4	4	4	19				
9	S9	4	3	3.5	4	4	4	3	3	3	4	3	3.5	3	4	3.5	17.5				
10	S10	4	4	4	4	4	4	3	3	3	3	3	3	4	4	4	18				
11	S11	4	4	4	4	3	3.5	3	3	3	3	3	3	4	4	4	17.5				
12	S12	4	4	4	4	4	4	3	3	3	3	4	3.5	4	4	4	18.5				
13	S13	4	3	3.5	3	3	3	4	4	4	4	4	4	4	3	3.5	18				
14	S14	4	4	4	4	4	4	4	4	4	3	4	3.5	4	3	3.5	19				
15	S15	4	4	4	4	4	4	3	3	3	3	4	3.5	4	3	3.5	18				
16	S16	4	3	3.5	4	4	4	3	4	3.5	3	3	3	3	4	3.5	17.5				
17	S17	4	3	3.5	4	4	4	4	3	3.5	3	3	3	3	4	3.5	17.5				
18	S18	4	4	4	4	4	4	4	3	3.5	4	3	3.5	3	4	3.5	18.5				
19	S19	3	3	3	4	3	3.5	3	4	3.5	3	4	3.5	4	3	3.5	17				
20	S20	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3.5	19.5				
21	S21	4	3	3.5	4	4	4	3	3	3	3	4	3.5	4	3	3.5	17.5				
22	S22	4	4	4	4	3	3.5	3	4	3.5	3	4	3.5	4	4	4	18.5				
23	S23	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	19				
24	S24	4	4	4	4	4	4	3	4	3.5	3	4	3.5	4	3	3.5	18.5				
25	S25	4	4	4	4	4	4	3	4	3.5	3	4	3.5	3	4	3.5	18.5				
26	S26	4	3	3.5	4	3	3.5	4	4	4	4	4	4	3	3	3	18				
27	S27	4	4	4	4	4	4	3	4	3.5	3	3	3	4	3	3.5	18				
28	S28	4	4	4	4	3	3.5	3	4	3.5	3	3	3	3	4	3.5	17.5				
29	S29	3	4	3.5	4	4	4	3	4	3.5	3	3	3	4	4	4	18				
30	S30	4	4	4	4	4	4	3	4	3.5	3	3	3	3	4	3.5	18				
31	S31	4	4	4	3	4	3.5	3	3	3	3	4	3.5	3	3	3	17				
32	S32	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	19				
33	S33	3	4	3.5	4	4	4	3	3	3	3	4	3.5	3	4	3.5	17.5				
34	S34	4	3	3.5	4	4	4	4	4	4	4	3	3.5	4	3	3.5	18.5				
TOTAL				129				132				117				120				122	618
MEAN				3.8				3.9				3.44				3.5				3.6	18.16

The researcher also made a conversion table to interpret the data. It can be seen in Table 13 on the next page. Based on the Table above, it could be interpreted that in pre-test, there were 2 students in category “Poor”, 10 students were in “fair” category and the 16 students were in “Good” category. Since the researcher conducted 2 cycles which involved some actions to improve some aspects in a teaching and learning process, the researcher finally found that 34 students which the whole students of class VIII F were in “Excellent” category. Then, it can be concluded that the actions were successful.

Table 12: The Conversion Table of the Students` Writing Scores

No	Class Interval	Categorization	Frequency	
			Pre-test	Post test
1	17.50 – 19.90	Excellent	0	34
2	15.00 – 17.40	Very Good	6	0
3	12.50 – 14.50	Good	16	0
4	10.00 – 12.40	Fair	10	0
5	7.50 – 9.90	Poor	2	0
6	5.00 – 7.40	Very Poor	0	0

### E. Summary of the research result.

The result of this research is summarized in the table below:

**Table. 13: Research result**

Aspects	Improvements	
	Pre-test	Post test
Content	There were none student who could write which the content was relevant to assigned topic, 19 students could mostly write relevant text to the topic, 10 students could write in limited knowledge of the subject, 5 students' writing did not show the knowledge of the subject and the mean score of the students' writing skill which were in good content was 2.44.	There were 31 students' writing which relevant to assigned topic, 3 students' writing which mostly relevant to the topic, none of the students' writing which have limited knowledge of the subject, none of the students' writing which did not show the knowledge of the subject and the mean score was 3.8.
Organization	There were 2 students could write which the text were easily understood and effectively, 17 students could write which mostly easy to be understood, 11 students' writing were not too difficult to be understood, 4 students' writing needed hard work to understand and the mean score of the students' writing skill which were in good organization was 2.57.	There were 32 students could write easily understandable text and effectively words, 2 students could write a text which mostly easy to understand, none of their writing were too and hard to be understood and the mean score was 3.9.
Vocabulary	There were none of the students could use vocabularies accurately and variously, 7 students used vocabularies less accurately, 24 students use limited vocabularies and the meaning could be understood, 3 students used limited vocabularies but, the meaning were confused and the mean score of the vocabulary mastery of the students was 2.14.	There were 12 students who could use accurately and variously vocabularies in their writing. 22 students used less accurately vocabularies in their writing, none of them used limited vocabularies and confused meaning and the mean score was 3.5.
Grammar	There were 1 student who could write in few errors, 11 students who had some errors in their writing but the meaning could be understood, 18 students used some errors in grammar and the meaning were confused, 6 students wrote a text which has many errors and the mean score of the students' ability in writing a text in good text was 2.21.	There were 21 students who write in a few errors in grammar, 13 students who wrote in some errors but the meaning could be understand, none of them who write in confusing meaning and have some errors and the maen score was 3.44.
Mechanics	There were 3 students who made one or two errors dealing to writing mechanism, 12 students' text which had some errors but the meaning can be understood, 18 students who made some errors in their writing and the meaning were confused, 1 student made many errors in her writing and the mean score of their writing ability dealing with mechanics was 2.21.	There were 21 students who made one or two errors in their writing, 13 students' writing who have some error but, the meaning were not confusing, none of their writing were confused to be understood and have many errors, and the mean score was 3.6.



Based on the result of the research, it could be concluded that the students' writing ability improved. They could produce good paragraph.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

This chapter discuss about the conclusion of the research, implication, and the suggestion for the English teacher, the institution of education, the students and to other researcher. The discussion of each section will be delivered as follows.

#### **A. Conclusions**

In this research, there are three conclusions. The conclusions in regard to the results of the action research are as follows.

1. There were some problems related to the writing teaching and learning process in SMP N 2 Yogyakarta. There were two main aspects in this research. The first is the students' aspect: they had difficulties in gaining and developing ideas, lacked vocabulary mastery, had low grammar accuracy, produced ungrammatical correct sentences, had low motivation in joining the teaching and learning process, and never bring a dictionary to help them in the teaching and learning process. The second is the teacher aspect: the teaching and learning process was teacher-cantered, the activities were monotonous, the teacher could not maximize the used of available media, and the teacher had very soft voice. Based on the research team discussion, this research was focused on the students' writing ability in good writing. Based on the

discussion of the research team, it was agreed to provide wider opportunities to help the students' explore their ability. Therefore, the new technique, mind mapping, could facilitate the students' need of chances.

2. In the implementation of mind mapping, this research was implemented in two cycles. Due to the limited time, this research was done in three meetings in Cycle I and two meetings in Cycle II. In Cycle I the main project was introducing the new technique, mind mapping, and trying to use it for producing a recount text which was done individually in November 2012 and supported by some activities which were taught in three meetings. The accompanying activities were using interesting media (providing some pictures of mind mapping), implementing classroom discussion and pair work, applying many interesting activities (sketching and coloring), giving oral and written feedback, and managing the classroom (using classroom English, grouping the students).
3. The students' enthusiasm improved after the researcher using the interesting media. First, the students were passive in joining the teaching and learning process, and after the researcher implemented this activity, the students were more actively engaged in the teaching and learning process. In Cycle II, the researcher tried to modify the materials which have been given in Cycle I. The modified material is how to generate the ideas and write their story based on the title that has been given by the researcher as the main project. Meanwhile, the supported activities were modified into generated ideas and made Mind

mapping sketch. The improvement of the students' writing ability could be seen from their work. The mistakes related to the writing aspects were decreased.

The process above is more effective by the fact that the students' post test score was higher than the pre-test score. The pre-test mean is 11.56, while the post test mean is 18.16. Based on the data findings, it can be concluded that the students' writing ability are improved.

## **B. Implications**

Based on the conclusion above, it can be implied that mind mapping can be developed in the process of teaching and learning process. There are some advantages of using mind mapping as the technique in producing a text for the students.

First, mind mapping can improve students' motivation. It is because mind mapping are interesting technique which consist of interesting activities like draw pictures, coloring picture, and find information for each branches. All students have chances to practice English in a relaxed and enjoyable environment.

Second, mind mapping can improve the use of pictures. Mind mapping used pictures as media interesting. The pictures were used to facilitate English teaching and learning process and attract students' attention. Therefore, the use of pictures was beneficial. Mind mapping can make new learning environment in

classroom. Students may become noisy because the activities provided are not interesting. By using this technique, students might be noisy but, they are producing something valuable and it becomes a positive output for them selves.

Third, mind mapping can improve classroom management because the teachers can arrange the seating or the teachers have to organize the students as good as possible, so that the goals of the mind mapping can be achieved.

Fourth, mind mapping can improve materials. The teachers can use mind mapping as the interesting technique to help the students in making a good text.

### **C. Suggestions**

Having concluded of the result of the research, the researcher would like to purpose some suggestions for the English teacher, the institution of education, the students and the other researchers. The suggestions are described as follows:

1. For English teacher
  - a. The use of mind mapping in teaching English is able to make the students more motivated in joining the teaching and learning process.
  - b. It is important for the teachers to learn how to enhance their ability in teaching and to establish a good environment in the class, so that the students become involved and motivated during the teachings learning process in order to improve that students' writing ability in learning English.

## 2. For the students

The students should be more active to practice their English ability and mind mapping is one of alternative ways that can be chosen by them since mind mapping provide opportunities to the students to experience a real contextual learning and achieve the purpose as well. Mind mapping also help them to understand more about the materials.

## 3. For the Researchers

The result of this research is expected that it can be encourage other researchers to conduct further study dealing with the mind mapping in other skill areas such as: listening, speaking, and reading.

INTERVIEW TRANSCRIPTS  
BEFORE-AFTER IMPLEMENTING MIND MAPPING

Nama : Septia Rahmawati

Kode siswa: S1

Responden : R (researcher)

S (student)

R : “nama lengkapnya siapa dek?”

S : “Zita Sekar Moda miss”

R : “dek Zita suka gak dengan pelajaran bahasa Inggris? Kalau suka kenapa dan kalau gak suka kenapa?”

S : “gak terlalu suka miss. soalnya bahasa inggris bikin mumet. Gak donk aku miss”

R : “lho memang Bu Ani kalau jelasin gimana? Kok sampai gak ngerti?”

S : “kalau uda pakai bahasa inggris uda lupa deh ma muridnya, ntah muridnya ngerti atau enggak. Trus ngajarnya gitu-gitu aja miss. monoton”

R : “oya tadi miss sempet perhatikan kalau bu Ani jelasin materi pakai LCD yang kabelnya rusak. Kalian gak ngerasa terganggu?”

S : “uda biasa koq miss bu Ani sering pakai LCD yang rusak gitu kabelnya”.

R : “terus bagi kamu bahasa inggris penting gak?”

S : “penting sih miss, Cuma ya gitu, aku gak terlalu ngerti”

R : “kan bahasa inggris itu ada 4 skill ya dek, ada writing, reading, listening, juga ada speaking. Nah di antara skill tersebut mana yang menurut kamu susah? Alasannya apa?”

S : “writing miss. Bikin kalimat aja gak tau bener apa enggak miss.”

R : “jadi kamu suka enggak dengan pelajaran menulis?”

S : “kalau nulis pakai bahasa Indonesia sih aku suka miss, tapi kalau bahasa inggris wah angkat tangan deh miss. hehe”

- R : “memang kalau bu Ani jelasin pelajaran tentang menulis menggunakan bahasa inggris itu gimana dek?”
- S : “ya paling cuma kasih contoh, terus rumus kalimat, sudah! Langsung kasih tugas suruh bikin teks”.
- R : “terus bagaimana dengan task-task yang diberikan bu Ani?”
- S : “jarang miss yang nulis. Tapi emang ya paling Cuma gitu-gitu aja miss. akhirnya suruh nulis sebuah teks, berapa paragraph gitu. Tapi ya gitu miss, aku bingung apa yang harus aku tulis Terus paling nilai ku juga jelek. Hehe”
- R : “dek septi suka belajar kelompok atau individual?”
- S : “sebenarnya aku suka individual. Soalnya kadang kalau kelompok malah rebut semua. Jadi gak selesai-selesai ngerjain tugasnya.”
- R : “terus kegiatan seperti apa yang kamu mau kalau miss nanti ngajar?”
- S : “pokoknya yang seru aja miss. beda ma bu Ani. Jangan monoton. Gitu miss”
- R : “okedeh kalau gitu dek. Miss siapin materinya biar kamu jadi suka dengan kegiatan menulis teks berbahasa nggris. Terimakasih ya.”
- S : “oke miss. sama-sama”.



Nama : Octaviana Rahmawati

Kode siswa: S2

Responden : R (researcher)

S (student)

R : “nama lengkapnya siapa dek?”

S : “Ocatviana Rahmawati”

R : “seberapa penting sih dek pelajaran bahasa Inggris bagi kamu?”

S : “penting sih miss. Dimana-mana kalau mau kerja pasti kebanyakan harus bisa bahasa inggris miss.

R : “lho emang tau dari siapa dek?”

S : “mbak ku sih bilangnyanya gitu miss.”

R : “bener tuuh dek mbak mu bilang gitu sama kamu. Karna memang tuntutan pekerjaan semakin besar kedepannya.”

R : “terus dek Octa suka dengan pelajaran bahasa Inggris?”

S : “ya suka gak suka miss. Ya gimana lagi. Kalau gak suka nanti gak lulus”

R : “apa yang membuat dek Octa gak terlalu suka pelajaran bahasa Inggris?”

S : “vocabulary miss sama grammar-nya. Vocabulary nya berubah-ubah sih miss. Jadi, ngapalinnya banyak. Ribet juga. Harus buka sana-sini kamusnya. Ribet dan susah miss.”

R : “kalau bu Ani menjelaskan materi pelajaran bahasa inggris, kamu tertarik g untuk memperhatikan?

S : “ya kadang-kadang miss. Soalnya kadang bosan ma pelajarannya. Kadang bu Ani ngomong apa aku gak ngerti miss.soalnya bu Ani sering pakai bahasa inggris kalau pas lagi nerangin materi”

R : “terus gimana dengan task yang diberikan dari bu Ani? Bias ngerjainnya?”

- S : “kadang sih bias miss. Cuma kalau uda kasih task menulis, wah jadi bad mood miss. Gak tau apa yang harus aku tulis miss. Wong bikin kalimat aja masih salah-salah malah suruh nulis paragraph lebih dari satu”.
- R : “terus kalau bu Ani mengajarkan grammar kamu paham gak?”
- S : “nah itu miss. Sampai sekarang aja aku masih kadang sering bingung dengan tenses-nya, vocabulary-nya gitu miss”.
- R : “ bu Ani suka keliling bimbing atau bantuin kalian gak sih kalau kalian kesusahan ngerjain tugas dr bu Ani?”
- S : “suka keliling sih miss. Tapi, kadang Cuma liat aja”.
- R : “biasanya bu Ani kalau kasih tugas menulis itu individual atau kelompok dek?”
- S : “seringnya sendiri miss. Jadi agak ribet. Enaknya sih kalau ngerjainnya bareng-bareng sama temen. Pasti gampang deh miss”.
- R : “oke kalau gitu dek, terimakasih ya”.
- S : “sama-sama miss”.

Nama : Ahmad Harish Romdhoni

Kode siswa: S3

Responden : R (researcher)

S (student)

R : “namanya siapa dek?”

S : “nama lengkap aku Ahmad Harish Romdhoni miss.

R : “bagi kamu, bahasa inggris itu penting gak dek?”

S : “penting banget miss. Kalau gak bisa bahasa inggris gak lulus sekolahnya”

R : “terus, kamu suka gak dengan pelajaran bahasa inggris?”

S : “suka sih miss, tapi kadang agak bingung. Soalnya vocabulary-nya itu lho miss banyak banget. Tenses-nya juga beda-beda sesuai dengan waktu terjadinya, tapi sebenarnya jadi tertantang juga lho miss.”

R : “biasanya bu Ani kalau menjelaskan materi pelajaran bahasa inggris gimana?”

S : “ya gitu miss. Kadang aku gak ngerti bu Ani ngiming apa. Bahasa inggris terus yang di pakai.”

R : “tadi saya perhatiin bu Ani nerangin materi pakai LCD yang rusak, menurutmu gimana?”

S : “jadi males miss. Sering lho miss bu Ani pakai LCD rusak.

R : “terus kalau bu Ani kasih materi dan task-task tentang menulis bahasa inggris gimana? Mudah atau susah dek?”

S : “susah miss. Aku gak tau harus nulis apa. Mulainya itu lho miss gak ngerti harus gimana.”

R : “lho memangnya bu Ani gak menjelaskan dulu kalau kasih tugas?”

- S : “ya dijelaskan miss, cuma kan kadang aku g ngerti, trus bu Ani itu tau-tau langsung kasih tugas aja gitu lho, jadi kan aku bingung miss mau nulis apa.”
- R : “kalau tentang grammar, kamu paham gak?”
- S : “paham sih miss. Aku bisa kalau cuma ganti vocabulary satu kalimat tapi, asalkan ada kamus. Tapi kalau uda suruh bikin banyak paragraph itu yang bikin gak suka miss.
- R : “terus kamu suka belajar berkelompok atau individual?”
- S : “suka sendiri miss. Kalau kelompok malah rebut.”
- R : “terimakasih ya dek. Untuk kali ini, cuma itu tadi aja yang miss tanyakan ke kamu.”
- S : “Sama-sama miss.

Nama : Yohannes Kusyudi Setiawan

Kode siswa: S4

Responden : R (researcher)

S (student)

R : “namanya siapa dek?”

S : “nama ku Yohannes Kusyudi Setiawan miss.

R : “bagi kamu, bahasa inggris itu penting gak dek?”

S : “penting miss. Ya untuk bekal besok-besok miss. Kalau kerja, kalau ke luar negeri.”

R : “terus, kamu suka gak dengan pelajaran bahasa inggris?”

S : “suka sih miss, tapi masih sering salah.”

R : “biasanya bu Ani kalau menjelaskan materi pelajaran bahasa inggris gimana?”

S : “kalau jelasin pakai bahasa inggris terus. Gak jelas. Suaranya kadang pelan jadinya sering gak denger.”

R : “terus kalau bu Ani kasih materi dan task-task tentang menulis bahasa inggris gimana? Mudah atau susah dek?”

S : “kadang susah miss. Suka salah tenses, lupa miss.kosa katanya banyak. Ribet harus buka kamus terus.”

R : “kalau tentang grammar, kamu paham gak?”

S : “paham sih miss. Aku bisa kalau cuma ganti vocabulary satu kalimat tapi, asalkan ada kamus. Tapi kalau uda suruh bikin banyak paragraph itu yang bikin gak suka miss.

R : “terus kamu suka belajar berkelompok atau individual?”

S : “suka sendiri miss. Kalau kelompok malah rebut.”

R : “terimakasih ya dek. Untuk kali ini, cuma itu tadi aja yang miss tanyakan ke kamu.”

S : “Sama-sama miss.”

INTERVIEW TRANSCRIPTS  
AFTER IMPLEMENTING MIND MAPPING

Nama siswa : Aviva Nito Nawang Palupi

Kode siswa : S1

Responden : R (researcher)

S (siswa)

R : “good afternoon? How are you at this afternoon?”

S1 : “Good afternoon miss. I’m fine thank you and how about you?”

R : “Well, I’m still excited. Sekarang miss mau tanya beberapa pertanyaan ya? Mau kan?”

S1 : “Emmm..mau gak ya? Hehe..

R : “Oke, saya mulai dari pertanyaan, **sebutkan nama lengkap mu?**”

S1 : “Namaku **Aviva Nito Nawang Palupi** miss”

R : “**Apakah kamu menyukai pelajaran bahasa Inggris?**”

S1 : “emm..**suka gak suka sih** miss”.

R : “Maksudnya?”

S1 : “Ya..**kadang suka kadang gak suka**”.

R : “**Apa yang buat kamu suka dan gak suka sama pelajaran bahasa Inggris?**”

S1 : “**aku suka dengerin lagu-lagu bahasa inggris** miss. Jadi aku suka sebenarnya ma pelajaran bahasa Inggris. Trus, **gak sukanya itu kalau uda suruh cari artinya atau cari vocabulary di kamus**. Apa lagi kalau uda bahas tentang itu lho miss..emm..apa tho itu. Yang **tentang grammar-nya** itu. Wuih..bisa-bisa aku bad mood miss hehe”

R : “tapi, bagi **kamu pelajaran dan belajar bahasa Inggris penting gak sih?**”

- S1 : “yo **penting banget** mbak! Eh miss! Penting banget lah. Soalnya **apa-apa sekarang pasti ada bahasa Inggrisnya**. Kayak handphone, penunjuk-penunjuk jalan, terus apa lagi ya? Emm..pokoknya banyaklah mbak! Hehe”
- R : “Terus, **kamu suka gak nulis berbahasa Inggris?**”
- S1 : “**sebenarnya aku suka nulis miss. Tapi, nulis pakek bahasa Indonesia**. Hehe”
- R : “Memangnya suka nulis apa?”
- S1 : “ya dairy miss. Oh ya! Sama nulis sms atau chatting atau update status! Haha”
- R : “Terus kalau **nulis pakai bahasa Inggris gimana? Suka gak** dek viva?”
- S1 : “**awalnya ya agak gak suka gitu, tapi setelah miss ajarin caranya nulis, ya agak suka sih. Cuma ya itu miss aku tuh kesusahan sama kosa katanya**. Aku sih paham itu past tense tapi, klo uda sama vocabulary itu wahhh..**angkat tangan deh** miss!”
- R : “**berarti kamu cuma bermasalah sama kosa kata aja** ya? Dan menurutmu kamu paham dan bisa menulis sesuai dengan grammarnya?”
- S1 : “**iya miss** hehe”
- R : “Menurutmu **task-task yang saya berikan kemarin susah gak?**”
- S : “Emm..**gimana ya miss? Gak terlalu susah-susah amat** sih miss. Aku **suka pas yang itu lho miss yang suruh bikin gambar mind mapping. Aku suka nggambar sih!**”
- R : “**terus yang task bikin text recount dari mind mapping yang sudah dibuat gimana? Suka gak?**”
- S : “**Jadi suka miss dan jadi mudah** lho miss. Sumpah miss! Karna kan sebelumnya itu ada pola nya jadi yo ngono miss jadi gampang nulisnya. **Uda gak bingung lagi** kayak yang waktu itu miss”.
- R : “**Aviva suka belajar kelompok apa individual?**”

- S : “Aku sih **sukanya belajar bareng-bareng mbak. Lebih cepet!** Kadang sih aku Cuma nulis aja, hehe lek gak mood tuh aku males mbak mikirnya. Hehe”
- R : “terus, **supaya kamu lebih senang dengan bahasa inggris terutama pelajaran menulis, kamu ingin pelajaran tersebut seperti apa? Atau dengan apa? Seperti apakah dengan menggambar, mewarnai, atau dengan banyak aktifitas latihannya?”**
- S : “aku **lebih suka nggambar sama mewarnai miss.** Kalau kayak latihan-lathannya sih ya itu tadi miss, suka gak suka gitu deh. Hehe”
- R : “hehee..lucu kamu nih! terus, **bagian mana yang buat kamu jadi semangat buat perhatiin pelajaran bahasa inggris kemarin waktu saya yang mengajar?”**
- S : “aku **suka pas kegiatan gambarnya miss.** Trus aku **suka kalau di kasih point.** Mau lagi dong miss hehee”
- R : “Iya nih ada untuk kamu! (sambil menyerahkan coklat beng beng). Yodah itu tadi pertanyaan terakhir dari saya. Terimakasih ya dek Aviva.
- S : “wahh..makasih ya miss. Dapet juga akhirnya. Eh..iya miss sama-sama. Hehe”



Nama siswa : Riandhika Widi Sarastia

Kode siswa : S2

Responden : R (researcher)

S (siswa)

R : “Good afternoon dek”

S : “Good afternoon miss”

R : “gimana, sudah capek belum hari ini?”

S : “ah..belum tuh miss!”

R : “Kalau gitu saya Tanya-tanya dulu ya, boleh kan?”

S : “mau tanya apa e miss?”

R : “Cuma Tanya-tanya sekitar pembelajaran beberapa kali kemarin dengan saya”.

S : “ohhh...”

R : “pertama, **siapa nama panjangmu?**”

S : “Riandika Widi Sarastia miss”.

R : “pertanyaan kedua, **kamu suka gak dengan pelajaran bahasa Inggris?**”

S : “emm..**awalnya gak suka trus setelah miss ngajarin kemarin jadi suka sih miss.**”

R : “memang sebelum dengan saya gimana dek?”

S : “sewaktu masih ma bu Ani sering pake bahasa inggriiiiiss terus, gak dong aku mbak. Tapi, kalau sama miss Ana sering translate ke bahasa Indonesia, jadi seru giut miss”

R : “bagi dek Riandika, **penting gak sih pelajaran bahasa Inggris?**”

S : “**penting** mbak”.

R : “**kenapa** dek?”

S : “**untuk menghadapi era globalisasi yang apa-apa harus menggunakan bahasa Inggris** mbak”.

- R : “dari **4 skill** yang ada dalam pelajaran bahasa Inggris seperti membaca, menulis, berbicara dan mendengarkan, mana yang menurut kamu yang susah?”
- S : “apa ya mbak. Kayaknya **berbicara ma menulis**. Tapi, klo berbicara gak terlalu susah sih, soalnya klo ngomong salah langsung dibenerin ma ibunya. Tapi klo **menulis memang ribet tapi memang harus gitu caranya biar ngerti, sering-sering buka kamus.**”
- R : “terus **gimana dengan grammarnya?**”
- S : “nah itu miss. **Awalnya susah miss**. Aku masih **suka bingung dengan penggunaan tenses** terutama perubahan vocab dari verb 1 ke verb 2. Tapi sekarang sudah terbiasa dengan kamus, jadi ngerti miss.
- R : “**Bagaimana dengan task-task yang miss berikan kemarin? Mudah atau tidak?**”
- S : “**mudah kok miss**. Ya karna sudah terbiasa dengan task-task, sudah paham juga penggunaan **simple past tense** sama jadi lebih banyak tau tentang vocabulary nya.
- R : “Jadi, **task-task yang miss berikan di pertemuan-pertemuan sebelumnya itu membantu kamu ya dek?**”
- S : “**banget miss!**”
- R : “trus dek Riandika suka **belajar kelompok atau individual?**”
- S : “**Aku lebih suka ngerjain tugas sendiri**. Karna **aku percaya kemampuan aku sendiri**. Tapi, seru juga sih kalau ngerjainnya bareng-bareng ma temen-temen. Jadi lebih cepet selesai”.
- R : “kamu **suka dengan teknik penulisan berbahasa Inggris menggunakan Mind Mapping?**”
- S : “**suka miss**. **Aku suka menggambar**. **Belum pernah sebelumnya pelajaran bahasa inggris dan menggambar jadi satu, jadi seru miss!**”
- R : “oke kalau gitu dek. Terimakasih ya. Ini ada coklat buat kamu”.
- S : “makasih miss”.

Nama siswa : Muhammad Arief Darmawan

Kode siswa : S3

Responden : R (researcher)

S (siswa)

R : “Boleh minta waktunya sebentar dek, miss mau tanya-tanya sebentar?”

S : “boleh miss”

R : “Nama lengkapnya siapa?”

S : “Muhammad Arief Darmawan miss”

R : “dek Arief suka gak dengan pelajaran bahasa Inggris? Terus alasannya apa klo suka atau tidak suka?”

S : “suka miss. Aku memang suka dengan pelajaran bahasa inggris. Dari dulu. Ya suka aja miss”.

R : “apa yang membuat kamu suka dengan pelajaran bahasa inggris”

S : “tantangannya miss”.

R : “terus menurut kamu bahasa inggris itu penting gak dek? Tolong dijelaskan alasannya?”

S : “wes pasti miss penting. Bahasa inggris kan jadi salah satu pelajaran yang diujikan miss. Selain itu yo buat kedepannya pasti berguna miss”

R : “jadi kamu suka menulis berbahasa inggris?”

S : “suka miss.

R : “terus, gimana dengan task-task yang saya berikan di pertemuan-pertemuan kemarin?”

S : “lebih membantu aku buat paham bahasa inggris miss. Banyak tantangannya”

R : “bagaimana dengan grammarnya dek?”

S : “awalnya masih bingung, tapi setelah berulang kali belajar dengan task-task dari miss, aku jadi paham penggunaan simple past tense juga vocabulary nya.

- R : “kamu suka belajar kelompok atau individual?”
- S : “lebih seru miss kalau belajar kelompok. Tapi, kadang akau gak suka kalau temen kelompok itu gak bisa ngapa-ngapain miss”.
- R : “apa kamu suka dengan teknik menulis yang kemarin saya ajarkan? Kenapa?”
- S : “suka banget miss. aku heran awalnya miss kok bahasa inggris digabung sama pelajaran menggambar. Tapi, buktinya aku lebih paham ngerti gimana nulis teks dengan bantuan Mind Mapping”
- R : “terimakasih ya dek untuk waktunya. Ini ada coklat buat kamu”
- S : “sama-sama miss”

Nama siswa : Alessandro Desmond Costacurta

Kode siswa : S4

Responden : R (researcher)

S (siswa)

R : “Good afternoon, boleh ngobrol sebentar dek?”

S : “oh yes miss good afternoon. Boleh miss”

R : “boleh tau nama lengkap mu dek?”

S : “nama lengkap aku Alessandro Desmond Costacurta”

R : “wah namanya western banget ya. Kayak nama pemain sepak bola ya”

S : “iya miss, ayahku memang suka bola”

R : “dek, kamu suka gak sama pelajaran bahasa inggris?”

S : “awalnya gak suka miss, tapi setelah miss ngajarin kemarin-kemarin itu aku jadi suka, ternyata seru ya miss. soalnya sama bu Ani itu bosenin miss. Cuma itu-itu aja”.

R : “apa yang kamu suka dan gak suka dengan pelajaran bahasa inggris?”

S : “gak sukanya itu harus buka sana-sini kamusnya. Kadang ngomong bahasa inggris aja belum bener lah ini harus nulis. Tapi, kalau pake Mind Mapping jadi mudah nulis teks bahasa inggris, jadi suka.

R : “bagi kamu bahasa inggris itu penting gak sih?”

S : “penting donk miss. syarat lulus je miss”

R : “terus gimana dengan grammarnya?”

S : “bikin mumet miss. tapi karna miss bantu aku terus buat lebih paham jadi ya sekarang gak terlalu gawe mumet miss”.

R : “kalau mengenai task-task yang miss berikan di pertemuan-pertemuan kemarin gimana? Bantu kamu gak?”

S : “suka miss. seru. Belajar sambbil menggambar. Belum pernah sebelumnya. Ternyata mudah ya menulis bahasa inggris dengan Mind Mapping”.

R : “kamu suka belajar bareng ma temen-temenmu atau sendirian?”

- S : “ya bareng-bareng lah miss. jadi cepet selesai”.
- R : “terimakasih ya dek desmond. Ini miss kasih coklat”.
- S : “wah makasih juga miss”.

## **QUESTIONNAIRE BEFORE-AFTER THE IMPLEMETATION OF THE MIND MAPPING**

### **1. Questionnaire 1**

Cycle : 1  
Time :  
Place : SMP N 2 Yogyakarta, class VIII F  
Object : A student of SMP N 2 Yogyakarta, class VIII F  
Student 1 : Aviva Nito Nawang Palupi (8)

1. Apa yang sudah dipelajari selama 3 pertemuan ini?  
Simple past tense, mind mapping
2. Apakah kalian memahami dari materi yang sudah diberikan?  
ya
3. Bagaimana dengan materi yang disampaikan, menarik? Atau Tidak menarik?  
Alasan!  
Cara neranginnya menarik krn pakai LCD yg warnanya jelas.
4. Apakah pelajaran menulis dengan menggunakan Mind Mapping menarik?  
Alasan!  
Iya. Bisa belajar sambil menggambar.
5. Apakah kalian suka belajar bahasa Inggris menggunakan Mind Mapping?  
Alasan!  
Iya. Karena jadi tau harus nulis apa.
6. Dengan mennggunakan Mind Mapping, apakah kemampuan menulis dalam bahasa Inggris kalian meningkat? Alasan!  
Sedikit sih. Tapi, jadi lebih bagaimana harus menulis recount.
7. Apakah kegiatan menulis susah setelah kalian mengenal Mind Mapping?  
Alasan!  
Jadi gak terlalu susah. Vocabulary nya bikin repot.

8. Apakah gambar dalam mind mapping yang Guru berikan menarik? Alasan!  
Iya, karna jelas ceritanya.
9. Apakah kalian yakin bisa sukses dalam tes menulis nanti? Alasan!  
Iya. Karna sudah belajar past tense dan mind mapping.

## 2. Questionnaire 1

Cycle : 1  
Time :  
Place : SMP N 2 Yogyakarta, class VIII F  
Object : A student of SMP N 2 Yogyakarta, class VIII F  
Student 2 : Riandhika Widi Sarastia (1)

1. Apa yang sudah dipelajari selama 3 pertemuan ini?  
Cara membuat teks recount dan membuat mind mapping
2. Apakah kalian memahami dari materi yang sudah diberikan?  
Iya.
3. Bagaimana dengan materi yang disampaikan, menarik? Atau Tidak menarik?  
Alasan!  
Iya. Soalnya belum pernah ada pelajaran menggambar di kelas bahasa inggris.
4. Apakah pelajaran menulis dengan menggunakan Mind Mapping menarik?  
Alasan!  
Iya. Karna aku suka menggambar.
5. Apakah kalian suka belajar bahasa Inggris menggunakan Mind Mapping?  
Alasan!  
Iya suka. Karna jadi tau harus buat cerita menggunakan bahasa inggris.
6. Dengan menggunakan Mind Mapping, apakah kemampuan menulis dalam bahasa Inggris kalian meningkat? Alasan!  
Agak meningkat. Jadi tau bagaimana membuat teks recount.



7. Apakah kegiatan menulis susah setelah kalian mengenal Mind Mapping?  
Alasan!  
Tidak susah lagi 😊 karna jadi hafal cara buat teks recount sama vocabulary.
8. Apakah gambar dalam mind mapping yang Guru berikan menarik? Alasan!  
Agak bagus hehe. Tapi paham alur ceritanya.
9. Apakah kalian yakin bisa sukses dalam tes menulis nanti? Alasan!  
Iya. Karna Miss Ana sudah mengajarkan cara menulis teks recount, past tense dan mind mapping.

### 3. Questionnaire 1

Cycle : 1  
Time :  
Place : SMP N 2 Yogyakarta, class VIII F  
Object : A student of SMP N 2 Yogyakarta, class VIII F  
Student 3 : Cynthia Andriana (9)

1. Apa yang sudah dipelajari selama 3 pertemuan ini?  
Teks recount, simple past tense dan mind mapping.
2. Apakah kalian memahami dari materi yang sudah diberikan?  
Iya paham.
3. Bagaimana dengan materi yang disampaikan, menarik? Atau Tidak menarik?  
Alasan!  
Agak menarik. Gambar mind mappingnya agak ribet!
4. Apakah pelajaran menulis dengan menggunakan Mind Mapping menarik?  
Alasan!  
Iya. Belum pernah sebelumnya. Jadi paham caranya buat teks recount.
5. Apakah kalian suka belajar bahasa Inggris menggunakan Mind Mapping?  
Alasan!

Iya suka. jadi gak bingung lagi gimana harus nulis alurnya jelas.

6. Dengan menggunakan Mind Mapping, apakah kemampuan menulis dalam bahasa Inggris kalian meningkat? Alasan!

Iya. Karna sudah paham buat kalimat dengan past tense dan bisa buat mind mapping jadi tau bagaimana menulis dengan benar.

7. Apakah kegiatan menulis susah setelah kalian mengenal Mind Mapping? Alasan!

Tidak susah lagi. Karna jadi tau apa yang harus ditulis.

8. Apakah gambar dalam mind mapping yang Guru berikan menarik? Alasan!  
Menarik dan jelas ceritanya.

9. Apakah kalian yakin bisa sukses dalam tes menulis nanti? Alasan!

Yakin bisa. Karna sudah mempelajari menulis dengan bantuan mind mapping.

#### 4. Questionnaire 1

Cycle : 1

Time :

Place : SMP N 2 Yogyakarta, class VIII F

Object : A student of SMP N 2 Yogyakarta, class VIII F

Student 4 : Allesandro Desmond Costacurta (5)

1. Apa yang sudah dipelajari selama 3 pertemuan ini?

Cara membuat teks recount dan membuat mind mapping

2. Apakah kalian memahami dari materi yang sudah diberikan?

Iya.

3. Bagaimana dengan materi yang disampaikan, menarik? Atau Tidak menarik?  
Alasan!

Menarik. Miss Ana pakai LCD yang warnanya jelas jadi paham dengan materinya.

4. Apakah pelajaran menulis dengan menggunakan Mind Mapping menarik?  
Alasan!  
Iya. Karna aku suka menggambar.
5. Apakah kalian suka belajar bahasa Inggris menggunakan Mind Mapping?  
Alasan!  
Iya suka. Karna jadi tau harus buat cerita menggunakan bahasa inggris.
6. Dengan menggunakan Mind Mapping, apakah kemampuan menulis dalam bahasa Inggris kalian meningkat? Alasan!  
Agak meningkat. Jadi tau bagaimana membuat teks recount.
7. Apakah kegiatan menulis susah setelah kalian mengenal Mind Mapping?  
Alasan!  
Tidak susah lagi ☺ karna jadi hafal cara buat teks recount sama vocabulary.
8. Apakah gambar dalam mind mapping yang Guru berikan menarik? Alasan!  
Agak bagus hehe. Tapi paham alur ceritanya.
9. Apakah kalian yakin bisa sukses dalam tes menulis nanti? Alasan!  
Iya. Karna Miss Ana sudah mengajarkan cara menulis teks recount, past tense dan mind mapping.

## 5. Questionnaire 1

- Cycle : 1  
Time :  
Place : SMP N 2 Yogyakarta, class VIII F  
Object : A student of SMP N 2 Yogyakarta, class VIII F  
Student 5 : Donny Ariff Galih Samodra (11)

1. Apa yang sudah dipelajari selama 3 pertemuan ini?  
Mind mapping, simple past tense dan teks recount.
2. Apakah kalian memahami dari materi yang sudah diberikan?

Iya.

3. Bagaimana dengan materi yang disampaikan, menarik? Atau Tidak menarik?

Alasan!

Cara kasih tau ke siswa dengan menggunakan LCD. Ada gambar-gambarnya juga. Tambah paham! ☺

4. Apakah pelajaran menulis dengan menggunakan Mind Mapping menarik?

Alasan!

Iya. Karna aku suka menggambar dan mewarnai. Jadi tau vocabulary yang dibutuhkan. Juga hafal vocabulary.

5. Apakah kalian suka belajar bahasa Inggris menggunakan Mind Mapping?

Alasan!

Suka! jadi tau bagaimana menulis teks recount sesuai alurnya.

6. Dengan menggunakan Mind Mapping, apakah kemampuan menulis dalam bahasa Inggris kalian meningkat? Alasan!

Meningkat! Hehe karna kesalahan-kesalahan berkurang.

7. Apakah kegiatan menulis susah setelah kalian mengenal Mind Mapping?

Alasan!

Sedikit masih susah. Karna butuh beberapa vocabulary baru dan berulang kali buka kamus.

8. Apakah gambar dalam mind mapping yang Guru berikan menarik? Alasan!

Yang penting jelas Miss! hehe

9. Apakah kalian yakin bisa sukses dalam tes menulis nanti? Alasan!

Yakin donk! ☺ kan uda diajarin menulis yang benar ma Miss Ana. hehe

## QUESTIONNAIRE II

### 6. Questionnaire II

Cycle : II  
Time :  
Place : SMP N 2 Yogyakarta, class VIII F  
Object : A student of SMP N 2 Yogyakarta, class VIII F  
Student 6 : Anselmus Ruriandro Frederic (7)

1. Apa yang telah kamu pelajari selama 2 pertemuan ini?  
Mengembangkan ide, membuat teks recount dengan mind mapping
2. Apakah kalian paham dengan menjelaskan Miss Ana?  
Ya.
3. Belajar bahasa Inggris selama 2 pertemuan ini menarik atau tidak? Alasan!  
Menarik. Karna masih menggunakan gambar mind mapping
4. Apakah Mind Mapping menarik? Alasan!  
Iya. Karna saya suka menggambar dan mewarnai dan bisa bantu saya untuk menulis.
5. Apakah kamu sekarang paham cara membuat teks recount?  
Ya.
6. Apakah kamu senang belajar bahasa inggris dengan mind mapping? Kenapa?  
Suka. karna mempermudah untuk menulis teks bahasa Inggris.
7. Apakah teknik Mind mapping bisa meningkatkan writing km? kenapa?  
Ya. Dulu saya bingung mau nulis apa, tapi sekarang tidak.
8. Apakah kegiatan menulis susah?  
Dulu susah, sekarang lebih mudah.
9. Bagaimana dengan gambar-gambar mind mapping sebagai materi pembelajaran yang diberikan, menarik atau tidak?  
Menarik. Lebih jelas dan simple.

10. Apakah kamu senang atau tidak sewaktu bekerja sama dalam belajar?

Kenapa?

Senang. Karna ada teman yang bantu.

11. Bagaimana perasaanmu waktu Mrs. Ana mengajar? Kenapa?

Senang. Mrs. Ana ramah dan baik.

## **7. Questionnaire II**

Cycle : II

Time :

Place : SMP N 2 Yogyakarta, class VIII F

Object : A student of SMP N 2 Yogyakarta, class VIII F

Student 7 : Muhammad Arief Darmawan (20)

1. Apa yang telah kamu pelajari selama 2 pertemuan ini?

Belajar tentang bagaimana mengembangkan ide, membuat mind mapping, dan membuat teks recount.

2. Apakah kalian paham dengan penjelasan Miss Ana?

Ya. Karna suaranya keras dan pelan-pelan.

3. Belajar bahasa Inggris selama 2 pertemuan ini menarik atau tidak? Alasan!

Menarik. Karna saya suka dengan mind mapping.

4. Apakah Mind Mapping menarik? Alasan!

Ya. Karna mind mapping menggunakan gambar dan warna untuk membantu membuat teks.

5. Apakah kamu sekarang paham cara membuat teks recount?

Ya.

6. Apakah kamu senang belajar bahasa Inggris dengan mind mapping? Kenapa?

Ya. Saya jadi bisa belajar banyak kosa kata.

7. Apakah teknik Mind mapping bisa meningkatkan writing km? kenapa?

Ya. Karna sudah tidak bingung lagi caranya membuat teks recount.

8. Apakah kegiatan menulis susah?  
Tidak susah lagi.
9. Bagaimana dengan gambar-gambar mind mapping sebagai materi pembelajaran yang diberikan, menarik atau tidak?  
Menarik. Gambarnya jelas dan lucu.
10. Apakah kamu senang atau tidak sewaktu bekerja sama dalam belajar?  
Kenapa?  
Bekerja bersama karna asik dan seru.
11. Bagaimana perasaanmu waktu Mrs. Ana mengajar? Kenapa?  
Senang. Karna Mrs. Ana tidak galak dan baik.

## 8. Questionnaire II

- Cycle : II
- Time :
- Place : SMP N 2 Yogyakarta, class VIII F
- Object : A student of SMP N 2 Yogyakarta, class VIII F
- Student 8 : Zia Ulfa Noor

1. Apa yang telah kamu pelajari selama 2 pertemuan ini?  
Teks recoun, mind mapping dan mengembangkan ide-ide cerita.
2. Apakah kalian paham dengan penjelasan Miss Ana?  
Ya.
3. Belajar bahasa Inggris selama 2 pertemuan ini menarik atau tidak? Alasan!  
Menarik. Karna saya suka dengan mind mapping.
4. Apakah Mind Mapping menarik? Alasan!  
Ya. Karna saya suka menggambar.
5. Apakah kamu sekarang paham cara membuat teks recount?  
Ya.

6. Apakah kamu senang belajar bahasa Inggris dengan mind mapping? Kenapa?  
Senang. Saya suka dengan menggambar dan saya jadi paham menulis sebuah teks dengan mind mapping.
7. Apakah teknik Mind mapping bisa meningkatkan writing km? kenapa?  
Ya. Karna dengan mind mapping saya jadi tahu harus menulis apa saja.
8. Apakah kegiatan menulis susah?  
Dulu sih susah, tapi karna ada mind mapping jadi tidak susah.
9. Bagaimana dengan gambar-gambar mind mapping sebagai materi pembelajaran yang diberikan, menarik atau tidak?  
Menarik. Karna jelas dan lucu.
10. Apakah kamu senang atau tidak sewaktu bekerja sama dalam belajar?  
Kenapa?  
Suka. karna bisa saling membantu mengerjakan tugas.
11. Bagaimana perasaanmu waktu Mrs. Ana mengajar? Kenapa?  
Senang. Mrs. Ana senyum, ramah dan baik.

## 9. Questionnaire II

- Cycle : II
- Time :
- Place : SMP N 2 Yogyakarta, class VIII F
- Object : A student of SMP N 2 Yogyakarta, class VIII F
- Student 9 : Luhung Kirana Cahaya Nabila (18)

1. Apa yang telah kamu pelajari selama 2 pertemuan ini?  
Bagaimana mengembangkan ide, kosa kata, past tense, mind mapping dan teks recount.
2. Apakah kalian paham dengan penjelasan Miss Ana?  
Paham. Karna Mrs. Ana tidak selalu menggunakan bahasa Inggris, suaranya jelas dan keras.



3. Belajar bahasa Inggris selama 2 pertemuan ini menarik atau tidak? Alasan!  
Menarik. Jadi tau gimana mengembangkan ide untuk menyusun sebuah teks.
4. Apakah Mind Mapping menarik? Alasan!  
Menarik! Karna bisa belajar sambil bermain dengan warna dan gambar. Jadi paham caranya menulis dengan benar.
5. Apakah kamu sekarang paham cara membuat teks recount?  
Ya. Ternyata mudah.
6. Apakah kamu senang belajar bahasa Inggris dengan mind mapping? Kenapa?  
Senang. Ternyata membuat teks dengan mind mapping sangat mudah.
7. Apakah teknik Mind mapping bisa meningkatkan writing km? kenapa?  
Ya. Karna jadi lebih mudah kalau mau menulis sebuah teks.
8. Apakah kegiatan menulis susah?  
Dulu susah, tp sekarang tidak lagi.
9. Bagaimana dengan gambar-gambar mind mapping sebagai materi pembelejaraan yang diberikan, menarik atau tidak?  
Menarik. Karna gambarnya jelas, lucu dan tidak membingungkan.
10. Apakah kamu senang atau tidak sewaktu bekerja sama dalam belajar?  
Kenapa?  
Senang. Karna bisa saling membantu.
11. Bagaimana perasaanmu waktu Mrs. Ana mengajar? Kenapa?  
Senang. Karna Mrs. Ana suka bantu kalau lagi kesusahan cari ide.

## 10. Questionnaire II

Cycle : II

Time :

Place : SMP N 2 Yogyakarta, class VIII F

Object : A student of SMP N 2 Yogyakarta, class VIII F

Student 10 : Restuningru Yeni Prabandaru (24)

1. Apa yang telah kamu pelajari selama 2 pertemuan ini?

Mengembangkan ide, membuat mind mapping dan membuat teks recount.

2. Apakah kalian paham dengan penjelasan Miss Ana?

Ya.

3. Belajar bahasa Inggris selama 2 pertemuan ini menarik atau tidak? Alasan!

Menarik. Karna jadi bisa menulis sebuah teks dengan bantuan mind mapping.

4. Apakah Mind Mapping menarik? Alasan!

Ya. Karna bisa bantu membuat teks dan belajar vocabulary.

5. Apakah kamu sekarang paham cara membuat teks recount?

Ya.

6. Apakah kamu senang belajar bahasa Inggris dengan mind mapping? Kenapa?

Ya. Karna seru kalau lagi buat mind mapping dan bisa bantu untuk menulis teks yang benar.

7. Apakah teknik Mind mapping bisa meningkatkan writing kamu? kenapa?

Ya. Karna jadi bisa menulis teks yang benar.

8. Apakah kegiatan menulis susah?

Tidak. Karna sudah menggunakan mind mapping.

9. Bagaimana dengan gambar-gambar mind mapping sebagai materi pembelejaraan yang diberikan, menarik atau tidak?

Menarik. Karna jelas dan lucu.

10. Apakah kamu senang atau tidak sewaktu bekerja sama dalam belajar?

Kenapa?

Senang. Bisa saling tukar pikiran.

11. Bagaimana perasaanmu waktu Mrs. Ana mengajar? Kenapa?

Senang. Karna Mrs. Baik, ramah, tidak sombong, dan sangat jelas kalau sedang mengajar.

## FIELD NOTE

No : FN 01  
Hari/ tanggal : Rabu, 7 November 2012  
Jam : 10.00 – 12.00  
Tempat : SMP N 2 Yogyakarta.  
Tujuan : Observasi proses pembelajaran  
Koresponden : S (Siswa)  
                  GBI (Guru Bahasa Inggris)

- 1 R menunggu jam masuk pelajaran kelas 8F
- 2 R bersama GBI memasuki kelas 8F tepat jam 10.00
- 3 GBI mempersiapkan dan membuka kelas.
- 4 GBI memperkenalkan R untuk melakukan observasi.
- 5 GBI memulai proses pembelajaran dan R mengobservasi proses pembelajaran.  
GBI memulai pelajaran dengan memberikan salam “Assalamualaikum warrahmatullahi wabarokaatuh!” siswa menjawab “Wa’alaikumsalam warahmatullahi wabarokatuh”. Kemudian GBI menyapa dalam bahasa Inggris “Good morning?” siswa menjawab “Good morning miss Triyani. GBI bertanya keadaan siswa “How are you?” siswa menjawab “I’m fine, thank you”.
- 6 Lalu, GBI memulai proses pembelajaran tanpa terlebih dahulu mengecek kehadiran siswa.
- 7 S terlihat belum siap untuk menerima pelajaran pada hari itu. Terlihat dari mereka masih berbenah merapikan barang-barang yang ada di atas meja mereka, merapikan pakaian dan beberapa belum mengenakan sepatu. Lalu, R bertanya pada seorang murid “kenapa sepatunya belum dipakai dek?” (*Why you guys do not wear your shoes?*) murid menjawab “gak papa miss”. Uda biasa kok kayak gini. Habis pelajaran olah raga soalnya”. (*It is okay miss. It is usually thing. It has been just sport lesson*)
- 8 Dalam penjelasannya GBI sering men-split bahasa pengantar proses pembelajaran, bahasa Inggris-bahasa Indonesia dan sebaliknya.
- 9 R mempersilahkan S untuk kembali memperhatikan penjelasan GBI.
- 10 Ada beberapa siswa yang dengan sengaja melakukan aktifitas diluar dari kegiatan belajar-mengajar. Beberapa siswa tersebut terlihat sibuk dengan hand phone mereka masing-masing. Dan sepertinya guru tidak melakukan tindakan seperlunya untuk aktifitas-aktifitas tersebut.
- 11 Beberapa siswa juga terlihat membuat keributan yaitu dengan sengaja berkomunikasi dengan suara keras dan guru tetap tidak memberikan peringatan yang membuat siswa-siswa tersebut berhenti bersuara keras.
- 12 Guru menanyakan beberapa pertanyaan yang memancing pemahaman S tentang teks Recount. “Do you still remember what the recount text is?” S belum ada yang menjawab. Guru kembali menanyakan “Oke, anyone please!”. Tetap

- belum ada satupun siswa yang menjawab pertanyaan dan akhirnya GBI menerangkan tentang teks recount.
- 13 Terlihat beberapa siswa ribut saat GBI kembali menjelaskan.
  - 14 GBI menjelaskan teks Recount dan bagaimana membuat teks tersebut. Dari Generic structure, language feature, dan mekanisme dalam sebuah teks recount.
  - 15 GBI menunjukkan sebuah contoh teks Recount dengan menggunakan media LCD. Walaupun kabel USB yang digunakan rusak sehingga warna yang muncul adalah pink, GBI tetap melanjutkan proses pembelajaran. Dan hanya satu teks yang ditunjukkan sebagai contoh teks recount.
  - 16 GBI menunjuk beberapa siswa untuk membacakan teks tersebut. Terlihat beberapa siswa tersebut kesusahan membaca disebabkan kabel USB yang rusak. Namun tetap guru melanjutkan proses pembelajaran.
  - 17 Setelah itu, GBI memberikan tugas kepada siswa untuk membuat teks Recount.
  - 18 Terlihat beberapa siswa mengeluh atau complain terhadap task tersebut “tugas meneh..tugas meneh!” (*Task again!*) atau “Bu, kok tugas terus sih!” (*Why it is always task again and again!*)
  - 19 GBI menjelaskan mekanisme pengerjaan task tersebut. Task tersebut merupakan individual task. Buat teks recount yang terdiri dari 8 kalimat: 2 kalimat adalah orientation, 4 kalimat adalah sequences of events, dan 2 kalimat terakhir adalah re-orientation.
  - 20 GBI menanyakan apakah ada hal lain yang ingin ditanyakan sebelum mengerjakan task tersebut “Well, do you still have any question before you write your own text?”
  - 21 Lalu, ada seorang siswa yang bertanya “Bu, mau pinjem kamus di perpustakaan, boleh?” (*ma’am, I want to borrow dictionary in library, may I?*). Guru menjawab “Yes, please!” Lalu ada yang beratnya lagi “Bu, kamusnya bahasa Inggris-Indonesia atau Indonesia-Inggris ya?” (*ma’am, is it English-Indonesia dictionary or Indonesia-English?*). GBI menjawab “Kira-kira yang dibutuhkan adalah kamus Inggris-Indonesia atau Indonesia-Inggris ya anak-anak?” (*What do you think about dictionary needed, English-Indonesia or Indonesia-English guys?*). Beberapa siswa menjawab “yo, Indonesia-Inggris tho! Piye e ngono wae ra dong!” (*It must be Indonesia-English, how can you do not know about this?*).
  - 21 Lalu, 2 orang siswa menuju perpustakaan untuk meminjam beberapa kamus Indonesia-Inggris.
  - 22 Terlihat, sebagian besar belum mengerjakan task tersebut karna mereka menunggu kamus. R bertanya kepada beberapa siswa yang terlihat sedang membicarakan topik lain selain topik yang sedang dibahas. “Kok belum mulai mengerjakan teksnya dek?” (*Why don’t you write your text yet guy?*). Siswa menjawab “Lha kamusnya belum ada mbak!” (*No dictionary yet!*). R bertanya lagi “Jadi kalian belum akan mengerjakan teks kalau belum ada kamus di meja kalian?” (*So, you will not do your text until the dictionary is on your table?*).

- siswa menjawab “ya agitu deh miss!” (*Yes, we won’t!*).
- 23 2 orang siswa datang sambil membawa beberapa kamus dan membagikan kepada teman-teman yang membutuhkan.
  - 24 GBI berkeliling memperhatikan pekerjaan siswa satu persatu. Terlihat GBI merespon pertanyaan-pertanyaan siswa satu persatu secara personal. Jadi, guru terlihat berjalan kesaana-kesini untuk menanggapi pertanyaan siswa yang sebagian pertanyaan-pertanyaan tersebut adalah tentang vocabulary. Akan tetapi, dalam proses pembelajaran tersebut suasana kelas dibiarkan ramai. Beberapa siswa ada yang berjalan menghampiri siswa lain atau melempar beberapa barang seperti pena dan tip ex.
  - 25 Ada beberapa siswa yang masih belum menulis satu paragraph pun. R mendekati dan bertanya “koq belum dikerjakan? Ini sudah 30 menit lebih dankamu belum menulis satu paragraf pun. Kenapa?” (*why you do not write your text yet? It has been 30 minutes left and you did not even write a single paragrph, why is that so?*). Siswa menjawab “iya e mbak, bingung mau nulis apa!” (*yes, I do miss. I am confused what I want to write!*)
  - 26 Sebagian besar dari mereka menanyakan kepada GBI bagaimana membuat kalimat sederhana dalam bahasa Inggris seperti “Bu, bahasa Inggrisnya saya disana semalam itu I am there last night atau I did there last night? Bingung e bu kae was atau were atau pakai did!”
  - 27 Karna waktu sudah selesai dan ternyata task tersebut belum selesai, maka GBI memutuskan untuk menjadikan task tersebut sebagai PR dan dikumpulkan pada pertemuan berikutnya.
  - 28 S terlihat senang ketika pelajaran selesai.
  - 29 GBI menutup pelajaran “Well, I think it’s enough for today. Good afternoon, thank you, and wassalamualaikum warahmatullahi wabarakatuh”
  - 30 GBI dan R bersama-sama keluar kelas menuju mushola untuk membiacarakan steps selanjutnya yaitu pretest.
  - 31 R bertanya jadwal dilakukannya Pre-test dan GBI memberi waktu untuk melakukan pre-test pada hari Selasa tanggal 13 November 2012 jam 08.30 sampai 09.50.
  - 32 R menunjukkan soal pre-test yang akan diberikan kepada siswa.
  - 33 GBI membaca dan memperhatikan pre-test tersebut. Lalu R menanyakan pendapat GBI terhadap soal tersebut “Jadi, bagaimana bu menurut ibu tentang pre-test tersebut? (*so, ma’am what do you think about that pre-test?*). lalu GBI menjawab “Saya kira soal pre-test ini bisa menunjukkan ke mbak permasalahan-permasalahan yang terdapat dalam kemampuan menulis mereka. Ini sudah cukup!” (*I think by this pre-test will indicate some problems existed related to their English writing skill. It’s enough!*). R bertanya lagi kepada GBI “Lalu, siswa diperbolehkan menggunakan kamus atau tidak bu?” (*So, will they are allowed to use dictionary or not ma’am?*). GBI menjawab “Sebaiknya diperbolehkan saja mbk, soalnya mereka tanpa kamus kesusahan sekali” (*it’s*

better to allow them use dictionary, because they are so difficult without using dictionary). lalu, R berterimakasih atas masukan dari GBI. “Baik bu kalau begitu, saya pamit pulang dulu, dan terimakasih bu” (*well, if it is that so, I will excuse to go back home and thank you ma’am*).

## FIELD NOTE

No : FN 02  
Hari/ tanggal : Selasa, 13 November 2012  
Jam : 08.30 – 09.50  
Tempat : SMP N 2 Yogyakarta.  
Kegiatan : Pre-test  
Responden : - GBI (Guru Bahasa Inggris)  
- R (Researcher)  
- S (Siswa)

- 1 R datang tepat jam 09.00 dan menemui GBI. R menyapa GBI “Good morning ma’am? How are you?” Kemudian GBI menjawab “Morning too. I always feel better in the morning. Nanti ya mbk tunggu bel nya bunyi dulu, baru kita masuk ke kelas” (*we wait until the bell is ringing then we get in to the class*). R menjawab “Yes, ma’am!”
- 2 Setelah bel berbunyi, GBI dan R memasuki kelas.
- 3 Siswa terlihat belum siap memulai pelajaran. Ada yang merapikan barang-barang diatas meja. Ada yang masih menghabiskan makanan yang tersisa. Ada yang belum memakai sepatu. Pelajaran bahasa Inggris hari selasa dilaksanakan setelah pelajaran olah raga.
- 4 GBI memperkenalkan R di depan kelas dengan diawali dengan salam “Good morning guys, assalamualaikum warahmatullahi wabarakatuh”. Siswa menjawab “waalaikumsalam warah matullahi wabarakatuh”. Kemudian, “Hari ini kita kedatangan tamu special dari UNY, silahkan mabk ke depan kelas untuk memperkenalkan diri” (*today, there is a special guest from UNY and please come over miss to introduce your self*). R berjalan menuju depan kelas dan menyapa siswa “Hi dearest students of 8F, how are you today?”. Siswa menjawab “I ‘m fine, thank you!”. Lalu, R melanjutkan dengan memperkenalkan diri “Well, let me introduce my self. My name is Ana Wihartatik. You may call me miss Ana. I’m a student of English Education

Department of Yogyakarta State University or commonly known as UNY. Do you know where the UNY location is? Kalian tahu dimana lokasi UNY? Beberapa siswa menjawab “adoh mbak!” (it’s far place miss!), some said “Karang malang mbak, deket sama rumah ku” (it is in Karangmalang, near to my house). Kemudian R melanjutkan pengenalan. “jadi, tujuan saya datang dan sekarang berada di kelas kalian hari ini adalah untuk melakukan pre-test untuk mengetahui sejauh mana sih kemampuan menulis kalian dalam bahasa Inggris”. (So, my aim come to your class now is to do pre-test for knowing your ability in writing a text by using English language). R melanjutkan.

- 5 “tapi, sebelum kita memulai pre-test, saya minta siapapun yang belum memakai sepatu silahkan dipakai, yang belum rapi pakaiannya silahkan dirapikan, atau ada yang rambut masih berantakan silahkan disisir dulu rambutnya?” (*but, before we are going through to pre-test, I ask to anyone who do not wear shoes yet, please wear it, for whom which the uniform is not tidy yet, please make it so, and for whom which even the hair is still messy, please comb it!*).
- 6 Kemudian R menanyakan kesiapan siswa dalam mengikuti pembelajaran. “so, are you ready?”. Siswa menjawab “yes, miss!”  
Butuh sekitar 5 menit untuk siswa benar-benar siap dengan proses belajar-mengajar pada hari itu.
- 7 Setelah siap, R memulai kembali pembelajaran dengan memeriksa daftar hadir siswa. R memanggil satu persatu dengan menunjukkan tangan ke atas.
- 8 kemudian R membagikan lembar kerja pre-test.
- 9 Setelah membagikan kesemua siswa, R menjelaskan peraturan mengerjakan soal. “Baik sebelum kalian mengerjakan pre-test tersebut ada beberapa peraturan yang harus kalian taati, yaitu: (*well, before you do the pre-test, there are some rules you should obey them, they are*)
  1. Silahkan 2 orang ke perpustakaan dan pinjam kamus bahasa Indonesia-Inggris sejumlah yang tersedia di perpustakaan. (*Please, two students go to library to borrow some available Indonesia-English dictionary*).
  2. Jangan lupa menuliskan nama dan no kalian pada kolom yang telah tersedia. (*Don’t forget to write your name and student number to the box existed*).
  3. Test kali ini adalah kalian diminta menuliskan sebuah teks recount berdasarkan scenario tersebut. Dibaca dan dipahami terlebih dahulu. (*This test is about writing recount text based on scenario*).
  4. Silahkan buka kamusnya dan temukan vocabulary yang dibutuhkan. (*Please, open the dictionary to find vocabularies needed*).
  5. Waktu kalian untuk mengerjakan pre-test kali ini hanya sampai jam 11.00. jadi waktu sangat panjang. Pergunakan waktu dengan baik. (*Your time to do the pre-test is only up to 11.00. Use your time wisely*).
- 10 R bertanya kepada siswa “apakah ada pertanyaan sebelum mengerjakan test ini?” (*Is there any questions before doing this test?*). ada satu siswa yang



- bertanya “miss, boleh gak kalau ceritanya itu dibuat-buat, bukan yang sebenarnya gitu? (*Miss, if I may to write a story that is not reality?*). R menjawab “Yes, you may dear. But, please write a story based on scenario even it is not your reality story”.
- 11 R mempersilahkan S untuk mengerjakan pre-test.
  - 12 R mengobservasi kegiatan tersebut. Ada beberapa siswa yang terlihat masih mencari ide untuk menulis. Ada beberapa siswa yang bingung tentang apa yang harus di tulis terlebih dahulu. R menghampiri 2 orang siswa (satu meja) dan bertanya “Koq belum menulis? Kenapa? (*Why don't you write yet?*). Siswa tersebut menjawab “Bingung e mbak eh! Miss maksudnya! (*get confused mbak, eh.. I mean miss!*). R menanyakan hal yang menjadi kebingunagn mereka “koq bisa bingung?” (*How can you get confused?*). Siswa menjawab “Ya bingung miss! Bingung mulainya!” (*Yes, I confused. I confused how to start writing*). Lalu R menjelaskan kembali bagaimana mengerjakan pre-test tersebut.
  - 13 R menemukan beberapa kesamaan permasalahan yang ditemukan, yaitu bahwa siswa bingung bagaimana harus menulis teks recount, bagaimana harus memulai menulis, dan mereka sangat kurang menguasai vocabulary. Banyak dari siswa yang sering menanyakan tentang kosa kata berbahasa Inggris seperti “Miss, bahasa Inggrisnya oleh-oleh itu apa?” (*Miss, what is the English version of Oleh-oleh?*) Atau “Miss, pegunungan itu bahasa Inggris itu apa sih?” (*Miss, what the English version of pegunungan?*). Bahkan ada beberapa siswa yang sudah memiliki kamus di meja mereka masing-masing namun mereka sepertinya malas untuk mencari kosa kata dalam kamus tersebut.
  - 14 Untuk mengatasi permasalahan siswa yang sepertinya enggan untuk membuka kamus untuk menemukan kosakata berbahasa Inggris yang diperlukan, R mengingatkan kembali fungsi dari kamus tersebut dipinjam untuk apa dan jangan malas untuk membuka kamus.
  - 15 R mengingatkan kembali bahwa waktu yang tersisa hanya 10 menit lagi. R meminta S untuk memeriksa pekerjaannya untuk diperiksa kembali sebelum dikumpulkan.
  - 16 S terlihat memeriksa kembali tulisannya.
  - 17 R mengingatkan waktu yang tersisa hanya 5 menit dan beberapa siswa mengeluh karna waktu yang diberikan tidak cukup. R menjelaskan bahwa waktu yang diberikan sudah cukup kalau dari awal siswa menggunakan waktu sebaik-baiknya.
  - 18 Waktu sudah habis, R meminta satu orang di meja paling belakang tiap barisnya untuk mengumpulkan pekerjaan temannya.
  - 19 Setelah seluruh test terkumpul, R berterimakasih dan menutup dengan salam.
  - 20 R dan GBI berjalan keluar kelas menuju mushola untuk membicarakan langkah selanjutnya.
  - 21 R bertanya kepada GBI “Bagaimana bu menurut ibu tentang pre-test tadi? (*What do you think about the pres test was just held ma'am?*). GBI menjawab

“Ya, kita lihat saja nanti setelah mbak melihat, mengoreksi tulisan siswa, baru selanjutnya nanti kita akan diskusikan langkah selanjutnya yang diperlukan”. (*Ya, we will see after you see and do correction to the students' writing, then we will discuss the next steps needed*). GBI bertanya kepada R langkah selanjutnya “mbak, next step apa ya?”. (*Miss, what is the next step?*). R menjawab “Step selanjutnya adalah saya akan mengambil data dari interview ibu dan beberapa siswa. Kalau besok saya interview dan beberapa siswa bisa bu?” (*the next step is I will get data from interviewing you and some students. What if I interview you and some students tomorrow ma'am, could you?*). GBI menjawab “Tentu bisa mbak. Setelah jam pelajaran saya saja ya besok hari Rabu Sekitar jam 11.30. untuk tempatnya gampang lah bisa diatur itu” (*Yes, of course. After I teach the class tomorrow on Wednesday about 11.30. For the place it can be decided later*). R menjawab “Baik bu, besok saya sampai di sekolah sebelum jam 11.30”. (*Well ma'am, I will come to this school before 11.30*).

22 Setelah mendiskusikan step selanjutnya, R pamit dan berterimakasih.

## FIELD NOTE

No : FN 04  
 Hari/ tanggal : Selasa, 20 November 2012  
 Jam : 08.30 – 09.50  
 Tempat : SMP N 2 Yogyakarta  
 Kelas : VIII F  
 Kegiatan : Cycle1, Meeting 1  
 Responden : - GBI (Guru Bahasa Inggris)  
                   - R (Researcher)  
                   - S (Siswa)

- 1 Pukul 08.00 R sampai di sekolah
- 2 Sesampainya di sekolah, R menemui GBI di ruang guru. Guru meminta R untuk menunggu sampai bel berbunyi.
- 3 Setelah bel berbunyi, GBI dan R langsung menuju ruang kelas 8F.
- 4 R dipersilahkan untuk langsung ke depan kelas, sedangkan GBI menuju bangku paling belakang.
- 5 R menyiapkan peralatan dan bahan untuk mengajar. R memberikan observation checklist kepada GBI.

- 6 Setelah semuanya siap, R memulai pelajaran dengan mengucapkan salam “Assalamu’alaikum warahmatullahi wabarakatuh”, siswa menjawab “wa’alaikum salam warahmatullahi wabarakatuh”. Kemudian guru menanyakan kabar siswa “so, how are you today?” siswa menjawab “I’m fine thank you and how about you?”. R menjawab “I’m good and excited to see you”. Lalu, R memperkenalkan secara resmi nama dan tujuan mengajar di kelas 8F dengan intonasi yang tidak terlalu cepat. “first of all, I’d like to introduce my self officially. My name is Ana Wihartatk (sambil menuliskan nama di white board). You may call me Miss. Ana. The reason why I am standing here now is to teach you a new method in writing a text in English”.
- 7 Setelah memperkenalkan diri, R mengecek absensi sekaligus R menghafal nama dan siswa satu persatu. “Well, that is my officially introducing and now please raise your hand and say ‘present’ for whom I call the name”. R mulai memanggil nama satu persatu dan tidak ada yang tidak masuk kelas pada hari itu.
- 8 Setelah mengecek daftar hadir, R memperhatikan bahwa ternyata beberapa siswa belum siap untuk menerima pelajaran karena pelajaran sebelumnya adalah olah raga. Beberapa dari mereka ada yang belum mengenakan sepatu, ada yang masih menghabiskan makanannya, ada yang masih merapikan baju, rambut, dll. Kemudian, “Oke, itu tadi perkenalan resmi saya, sekarang saya beri waktu 2 menit untuk kalian untuk memakai sepatu, merapikan seragam, rambut dll, juga menyelesaikan makannya dan menyimpan barang-barang ygang tidak berhubungan dengan proses pembelajaran hari ini. Deal?”. Siswa setuju dan segera mereka melakukan perintah R. R menunggu siswa mempersiapkan diri mereka untuk merim pelajaran hari itu.
- 9 Setelah 2 menit, siswa kembali tertib dan R memulai pelajaran “Today, we are going to discuss about Recount text and how to make it. Tapi, sebelum kita membahas labih jauh, saya mau bertanya tentang materi hari ini. Siapa yang tau apa yang dimaksud dengan teks recount? Oke, someone please raise your hand and answer my first question!” R memperhatikan bahwa tidak ada satu pun siswa yang mau menjawab. Mereka terlihat senyum-senyum malu dan ada beberapa yang berusaha mencari jawabannya dengan membuka buku catatannya. Kemudian “Oke, ada yang tau?”. Tetap belum ada siswa yang mau menjawab. Kemudian R memberikan ‘role play’ untuk menyiasati agak mereka mau menjawab pertanyaan. “Oke, bagi yang bisa dan mau menjawab akan mendapatkan skor. So, anyone please answer my question, what is meant by recount text?”. Kemudian siswa dengan nomor 12 mengangkat tangan dan menjawab pertanyaan dengan benar. R menjawab “Perfect, sempurna!”. Secara spontan siswa yang lain memberikan tepuk tangan. Kemudian, R memberikan pertanyaan pancingan yang kedua. “kira-kira tense yang digunakan apa?”. Siswa bernomor 23 menjawab dengan liris “past tense miss!”. R menjawab “Perfect!” kemudian siswa lainnya tepuk tangan lagi.
- 10 R melanjutkan pembahasan dengan menjelaskan recount text, fungsi social, dan

lexicogrammatical yang terdapat dalam teks Recount. R menjelaskan materi dengan menggunakan LCD. S terlihat fokus memperhatikan materi yang disajikan. R menjelaskan tenses yang digunakan dan kosa kata berupa kata kerja yang berubah dari verb 1 menjadi verb 2. Kemudian, R meminta siswa bernomor 28, Tiyanosa Aji, untuk membaca paragraph pertama dalam teks tersebut. “would you please Tiyanosa Aji read the first paragraph of that text? Siswa tersebut membaca sambil berdiri dengan suara keras. R meralat pengucapan-pengucapan yang salah. R memperhatikan pada saat itu, bahwa kelas sangat kondusif dan siswa memperhatikan pelajaran dengan baik.

- 11 Kemudian, R memberikan practice task berupa merubah verb 1 menjadi verb 2 dan menuliskan artinya. Practice tersebut dikerjakan berpasangan dengan teman sebangkunya. “for enriching your vocabulary, now I will give you practice task. The task was only finding the past verb and then, gives the meaning for each words and I will give you 10 minutes to do it! Understood?”. Ada siswa yang menjawab “pake bahasa Indonesia aja miss, ra dong e!”. Kemudian R menjelaskan kembali practice task tersebut dalam bahasa Indonesia. “Sekarang saya minta 2 orang saja untuk mengambil kamus bahasa Inggris-Indonesia dan yang lainnya silahkan mengisi task tersebut, yang sudah tau silahkan diisi, yang belum tau tunggu sampai kamus sudah di kelas dan dibagikan”. Kemudian 2 orang siswa pergi ke perpustakaan untuk meminjam kamus dan R membagikan kertas yang merupakan practice task. Beberapa siswa sudah menulis kosa kata kerja yang dibutuhkan. Proses pembelajaran kelas terlihat masih kondusif. Kemudian, setelah 2 orang siswa datang dan membagikan kamus tersebut kepada siswa yang membutuhkan, mereka mengerjakan tugas tersebut. Beberapa dari mereka terlihat berdiskusi dengan suara keras. R mendatangi mereka “Hey, kalian boleh diskusi tapi, suaranya jangan keras-keras. Bisa ya?” siswa tersebut menjawab “okay miss!”. Beberapa siswa bertanya kepada R tentang kata kerja yang dibutuhkan dan artinya. Kemudian R memperhatikan, bahwa beberapa dari mereka lebih memilih untuk bertanya langsung dantidak mencari jawabannya di kamus sebelumnya. Kemudian R memberi pengertian di depan kelas.”kalau kalian mau ingat dan tidak mudah lupa dengan vocabulary, coba kamusnya digunakan. Dicari kata kerja yang di maksud. Di kamus pasti sudah ada jawabannya beserta arti dalam bahasa Indonesia. Kalau kalian berusaha pasti kalian akan menemukan dan mudah emngingat kata kerja tersebut. Oke, sekarang digunakan kamusnya”. Beberapa siswa ada yang mengeluh terhadap pernyataan R karna dia tidak menemukan kata yang dimaksud.
- 12 Setelah 5 menit, kemudian R membahas practice task tersebut bersama-sama. Setelah itu, R melanjutkan dengan materi yang kedua yaitu menjelaskan metode, fungsi, dan cara membuat Mind Mapping. Dalam penyampaianya, R menggunakan media Microsoft power point dan LCD yangtersedia di kelas. Siswa terlihat fokus dan menikmati proses pembelajaran kali itu. R berusaha memberikan materi semenarik mungkin sehingga siswa bisa tetap fokus.

- 13 Kemudian R bertanya “Sampai sejauh ini, ada yang mau ditanyakan?”. Tidak ada yang menjawab. “Oke, kalau begitu saya anggap kalian sudah mengerti. Kalau begitu sekarang saya bagi lagi kertas kemudian kalian coba untuk membuat gambar mind mapping. Silahkan kerjakan di rumah. Temanya tentang apa yang kalian lakukan pada saat liburan yang lalu. Mungkin kalian mau menggambarkan kronologis liburan kalian ke Bali, ke rumah nenek yang di luar propinsi, atau yang lainnya. Silahkan berkreasi. Eksplor daya pikir kalian dalam cabang-cabang dan gambar juga warna. Pertemuan berikutnya, besok, wajib dibawa gambar mind mapping tersebut. Oke, ada yang ingin ditanyakan? Kalau tidak ada, pembelajaran hari ini saya tutup. Ingat PR nya dikerjakan dan besok di bawa, besok bawa pensil warna, dan setiap mulai pelajaran sudah ada kamus di meja masing-masing, artinya sebelum mulai pelajaran, 2 orang silahkan ambil kamus di perpustakaan. (bel berbunyi) Cukup sekian, terimakasih dan wassalamu’alaikum warahmatullahi wabaraokatuh.

### **FIELD NOTE**

No : FN 05  
Hari/ tanggal : Rabu, 21 November 2012  
Jam : 10.05 -11.25  
Tempat : SMP N 2 Yogyakarta  
Kelas : VIII F  
Kegiatan : Cycle1, Meeting 2  
Responden : - GBI (Guru Bahasa Inggris)  
- R (Researcher)  
- S (Siswa)

- 1 R sampai di sekolah pukul 09.45 kemudian langsung menemui GBI dan R diminta menunggu di meja piket sampai bel berbunyi.
- 2 Setelah bel berbunyi, R dan GBI masuk ke kelas 8F.
- 3 R langsung menuju meja guru dan mempersiapkan alat dan kebutuhan mengajar. R melihat bahwa siswa sudah siap menerima pelajaran, tidak seperti pertemuan sebelumnya.
- 4 Setelah siap, R langsung membuka pelajaran. “Assalamualaikum warahmatullahi wabaraokatuh”. Siswa menjawab “wa’alaikum salam

- warahmatulahi wabarokatuh. Guru menyapa dalam bahasa Inggris “how are you?” siswa menjawab bersama-sama “I’m fine thank you”.
- 5 Kemudian R mengecek absensi siswa dan siswa bernomor 32, Yustina Chrisya Septiana, izin karna ada kegiatan sekolah yang diikuti.
  - 6 R memulai pelajaran dengan mereview materi yang telah dipelajari pada pertemuan sebelumnya. R menunjuk nama dan bertanya tentang materi sebelumnya. “Anselmus, what did we discuss at the last meeting?”. Siswa tersebut menjawab “Past tense miss!”. R menjawab “Excelent!”. Kemudian, seperti sebelumnya, siswa yang lain memberi tepuk tangan. Kemudian R melanjutkan dengan pertanyaan “siapa yang tau pola kalimat yang menggunakan simple past tense? Ada yang tau?”. Ternyata beberapa siswa mengangkat tangan berebut untuk menjawab pertanyaan. “oke, tiga orang maju untuk menuliskan pola kalimat simple past tense yang positif, negative dan introgative”. Akhirnya 3 orang berebut maju ke depan kelas untuk menuliskan jawabannya di white board. Mereka yang maju adalah siswa bernomor 8, Aviva Nito Nawang Palupi, nomor 5, Alessandro Desmond Costacurta, dan nomor 15, Ilma Amirah. R memberikan rewards point kepada mereka karna menjawab dengan benar. Kemudian R melanjutkan materi.
  - 7 R memberikan task agar siswa benar-benar paham bentuk dan isi dari recount text. R menjelaskan practice task yang dibagikan dan R bertanya “Do you understand what you should do?”. Beberapa siswa menjawab “Apa miss?”, R mengulang pertanyaan dengan bahasa Indonesia. Waktu yang diberikan 30 menit.
  - 8 R mengobservasi dan menganalisa proses pembelajaran saat itu. Siswa tidak terlihat mengeluh atau keberatan dengan task yang diberikan. R memberikan task berupa jumbled paragraph dan fill in the blank dengan kata kerja yang sesuai. Sebagian besar dari mereka sudah mulai menggunakan kamus dengan semestinya. Tidak banyak pertanyaan yang diajukan hari itu kerkaitan dengan kosa kata. Namun tetap ada beberapa siswa saja yang masih malas menggunakan kamus untuk menemukan jawaban. R juga mengkontrol kelas agar tidak terlalu rebut. Kelas pada saat itu cukup kondusif. R mempersilahkan untuk berdiskusi dengan teman sebangku.
  - 9 R memberikan waktu 30 menit untuk menyelesaikan task tersebut. R tetap mengkontrol dan menjawab pertanyaan terhadap beberapa pertanyaan dari siswa.
  - 10 Setelah 30 menit, R meminta untuk menukarkan dengan teman sebangkunya untuk di diskusikan dan dikoreksi bersama. R mengkontrol aktifitas tersebut.
  - 11 R melanjutkan materi yaitu, membahas PR yang diberikan pada pertemuan sebelumnya. R menampilkan kembali hal-hal penting yang harus terdapat dalam sebuah gambar Mind Mapping. S menyimak pelajaran dengan baik. R meminta S untuk melihat dan merevisi gambar yang telah mereka buat. Setelah merevisi, R kembali menjelaskan bagaimana membuat sebuah teks recount dengan bantuan Mind Mapping. Setelah menjelaskan, R memberikan task, yaitu

membuat teks recount berdasarkan gambar Mind Mapping yang telah mereka buat. R mendampingi dan membimbing siswa dalam proses ini. Tidak sedikit dari mereka yang bertanya tentang vocabulary. R tidak langsung memberi tahu jawabannya. R mencoba untuk mengarahkan mereka untuk mencari jawabannya di kamus. Untuk meningkatkan kepercayaan diri kepada S, R meminta beberapa siswa untuk membacakan teks recount yang telah mereka buat dengan menjanjikan point tambahan. “*Miss, kalau aku **maju** nanti **dapet nilai tambahan** gak miss*”.Setelah selesai menulis teks, R meminta untuk mengumpulkan gambar dan teks yang telah dibuat.

- 14 Sebelum R pulang, GBI meminta untuk berdiskusi sebentar.
- 15 GBI berpendapat bahwa kelas 8F harus diberikan beberapa aktivitas yang lebih memperjelas masalah-masalah yang dimiliki siswa saat melakukan aktifitas writing. GBI meminta R untuk membuat beberapa task yang nantinya akan lebih mengkrucutkan kembali permasalahan yang terjadi. R menyetujui usulan tersebut.
- 16 R pamit dan berterimakasih kepada GBI.

## FIELD NOTE

No : FN 05  
 Hari/ tanggal : Kamis, 22 November 2012  
 Jam : 12.05 -13.25  
 Tempat : SMP N 2 Yogyakarta  
 Kelas : VIII F  
 Kegiatan : Cycle1, Meeting 3  
 Responden : - GBI (Guru Bahasa Inggris)  
                   - R (Researcher)  
                   - S (Siswa)

- 1 R memasuki ruang kelas 8F pada pukul 12.05. R memberikan salam kepada semua siswa dan mengecek absensi.

- 2 R memulai pelajaran dengan memberikan beberapa pertanyaan yang tujuannya adalah me-review pelajaran yang telah mereka terima pada pertemuan sebelumnya. R memberikan action yang bertujuan untuk meningkatkan kepercayaan diri dan motivasi mereka dalam mengikuti pembelajaran menulis bahasa Inggris. R memberikan pertanyaan dan memberikan reward bagi mereka yang berani menjawab. Kemudian siswa dengan nomor 12 **mengangkat tangan dan menjawab pertanyaan** dengan benar. R menjawab **“Perfect, sempurna!”**. Secara spontan siswa yang lain memberikan tepuk tangan. Kemudian, R memberikan pertanyaan pancingan yang kedua. *“kira-kira tense yang digunakan apa?”*. Siswa bernomor 23 menjawab dengan liris *“past tense miss!”*. R menjawab **“Perfect!”** kemudian siswa lainnya tepuk tangan lagi.
- 3 Setelah me-review pelajaran kemarin, R menjelaskan aktivitas yang akan dilakukan selanjutnya.
- 4 Setelah menjelaskan, R lalu memberikan task kepada siswa untuk dikerjakan. R memberikan waktu 30 menit kepada siswa untuk menyelesaikan task tersebut.
- 5 Setelah 30 menit, R meminta beberapa siswa untuk menukarkan dengan teman sebangkunya. R dengan S mendiskusikan task yang telah mereka kerjakan selama 15 menit. R mendampingi dan selalu memberikan feedback kepada setiap pertanyaan yang diajukan siswa.
- 6 Setelah mendiskusikan task tersebut, R membagikan tugas pada pertemuan sebelumnya yang telah dikoreksi oleh R. R mendiskusikan tentang kekurangan dan beberapa keasalahan yang sering dilakukan S dalam membuat sebuah teks recount.
- 9 R selalu mendampingi proses dan diskusi yang dilakukan siswa. Sehingga R masih bisa mengontrol keadaan kelas agar tetap kondusif.
- 11 R me-review kegiatan hari tersebut. R meminta pada pertemuan berikutnya tetap membawa pensil warna. R menutup pembelajaran dengan doa bersama. R mempersilahkan siswa untuk keluar dari kelas dan pulang.



## FIELD NOTE

No : FN 05  
Hari/ tanggal : Selasa, 27 November 2012  
Jam : 08.30 – 09.50  
Tempat : SMP N 2 Yogyakarta  
Kelas : VIII F  
Kegiatan : Cycle II, Meeting 4  
Responden : - GBI (Guru Bahasa Inggris)  
              - R (Researcher)  
              - S (Siswa)

- 1 R sampai di sekolah dan menemui satu jam sebelum pelajaran dimulai. R mendatangi GBI untuk mendiskusikan beberapa masalah yang ditemukan setelah siswa mengerjakan task. Kemudian, R memberikan materi yang sesuai untuk menyelesaikan masalah. R berencana memberikan materi tentang bagaimana meng-*generate ideas* sebelum siswa membuat mind mapping. Sehingga, siswa lebih bisa mengelaborasi ide-ide yang mereka miliki dan mereka akan mampu untuk lebih menguasai kosakata yang diperlukan. GBI menyetujui dengan rencana R. kemudian, GBI meminta menunggu meja piket sampai bel berbunyi.
- 2 Setelah bel berbunyi, GBI mengajak S untuk memasuki ruangan dan memulai pelajaran. GBI mempersilahkan R untuk mengajar.
- 3 R memulai pelajaran dengan salam dan mengecek presensi siswa. Ada 1 siswa yang izin tidak mengikuti pelajaran, karna ada suatu lomba yang sedang diikuti.
- 4 R lalu memulai pelajaran dengan membagikan task yang telah mereka kerjakan sebelumnya. Setelah membagikan task yang telah dikoreksi tersebut, R mendiskusikan beberapa kesalahan yang dilakukan siswa.
- 5 Setelah mendiskusikan task tersebut, R melanjutkan dengan materi baru.
- 6 R memberikan dan menjelaskan materi baru yaitu *Generating ideas*. R menjelaskan bahwa materi ini diberikan agar supaya mereka bisa lebih mampu menuliskan imajinasi-imajinasi mereka dan supaya lebih bisa menguasai banyak kosa kata.  
Setelah menjelaskan, R meminta siswa untuk memilih satu judul dan meminta mereka untuk meng-*generate* kan ide-ide mereka tentang judul yang telah mereka pilih. R mendampingi proses diskusi. Beberapa siswa terlihat sudah cukup baik mengerjakan task ini. Beberapa dari mereka bahkan dengan lancar dan tidak membutuhkan waktu lama untuk mengelaborasi ide dari satu judul cerita.
- 7 Setelah selesai dengan aktivitas tersebut, R meminta mereka untuk membuat gambar Mind Mappingnya. R memberikan waktu 40 menit. R membagikan selembar kertas sebagai media untuk menggambar Mind Mapping. S terlihat

- antusias dengan aktivitas ini. Karna sebagian besar dari mereka menyukai teknik baru ini. Tidak butuh waktu lama bagi mereka untuk menggambarkan ide-ide mereka dalam sebuah gambar Mind Mapping. Suasana terlihat kondusif.
- 8 Setelah selesai dengan menggambar Mind Mapping, R meminta mereka untuk membuat sebuah teks recount dari gambar tersebut. Karna waktu yang tidak cukup, R meminta mereka untuk mengerjakan di rumah.
  - 9 R menyimpulkan pelajaran yang telah dipelajari dan menutup pelajaran.

### FIELD NOTE

No : FN 05  
 Hari/ tanggal : Rabu, 28 November 2012  
 Jam : 10.05 -11.25  
 Tempat : SMP N 2 Yogyakarta  
 Kelas : VIII F  
 Kegiatan : Cycle II, Meeting 5  
 Responden : - GBI (Guru Bahasa Inggris)  
                   - R (Researcher)  
                   - S (Siswa)

- 1 R datang ke sekolah 30menit sebelum pelajaran dimulai. Setelah sampai, R menemui GBI. GBI meminta R untuk menunggu di meja piket sampai bel berbunyi.
- 2 Setelah bel berbunyi, GBI mengajak R untuk memasuki ruangan dan mempersilahkan R untuk memulai proses pembelajaran.
- 3 R mengucapkan salam dan mengecek absensi. Ada 2 siswa yang tidak mengikuti pelajaran dengan tidak ada pemberitahuan atau surat izin.
- 4 R memulai pelajaran dengan memberikan pertanyaan tentang pelajaran-pelajaran yang telah diberikan sebelumnya. Beberapa siswa terlihat berebut untuk dipilih menjawab pertanyaa. Karna mereka ingin mendapatkan reward berupa point tambah.
- 5 Setelah me-review pelajaran yang telah diajarkan sebelumnya, R meminta mereka untuk menunjukkan PR yang telah mereka kerjakan. Semua siswa telah mengerjakan PR tidak seperti pertemuan sebelumnya yang beberapa siswa belum selesai mengerjakan PR. Kemudian R meminta untuk saling menukar tugas teks tersebut. Selanjutnya, R meminta 2 orang untuk menuliskan teks

- tersebut di white board juga menggambarkan mind mapping dari teks tersebut secara sederhana.
- 6 Kemudian, R meminta 2 orang murid untuk membaca teks tersebut dengan berdiri di tempatnya.
  - 7 Kemudian R meminta siswa untuk mengoreksi teks tersebut. R meminta untuk menganalisa dari segi tulisan: content, organization, grammar, vocabulary, mechanics.
  - 8 Terdapat beberapa kesalahan. Kesalahan tersebut terdapat pada kosa kata, sedikit grammar dan sedikit pada tanda baca.
  - 9 Kemudian R meminta untuk mengoreksi teks recount pekerjaan teman-temannya.
  - 10 Setelah di koreksi, R meminta untuk mengumpulkan kembali task tersebut untuk dinilai.
  - 11 Setelah itu, R mengakhiri proses pembelajaran dengan mengumumkan bahwa besok akan ada test terakhir dari R. R mengharapkan untuk S semua belajar. Setelah mengumumkan hal tersebut, R menutup kelas dengan ucapan salam.

### FIELD NOTE

No : FN 05  
 Hari/ tanggal : Kamis, 29 November 2012  
 Jam : 12.05 -13.25  
 Tempat : SMP N 2 Yogyakarta  
 Kelas : VIII F  
 Kegiatan : Post test  
 Responden : - GBI (Guru Bahasa Inggris)  
               - R (Researcher)  
               - S (Siswa)

- 1 5 menit sebelum pelajaran mulai, R sampai di sekolah dan menemui GBI.
- 2 Setelah bel berbunyi, GBI mengajak R memasuki kelas.
- 3 Terlihat murid sudah siap untuk post test.
- 4 R membuka pelajaran dengan mengucapkan salam dan menanyakan kabar mereka
- 5 R mengecek absensi dan semua siswa hadir untuk mengikuti post test.
- 6 R segera membagikan lembar kerja satu persatu kepada semua siswa.
- 7 R menuliskan beberapa topic teks recount di white board.
- 8 Setelah menuliskan beberapa topic teks, R menjelaskan peraturan mengerjakan post test.

- 9 Segera setelah membacakan peraturan tersebut, R mempersilahkan siswa untuk mulai mengerjakan post test.
- 10 Terlihat semua siswa langsung memulai mengerjakan test tersebut. Kondisi kelas sangat kondusif dan tenang.
- 11 R mengingatkan sisa waktu yang tersisa tinggal 10 menit lagi, dan meminta siswa untuk mengoreksi kembali tulisannya. Sebagian besar siswa telah menyelesaikan tulisannya dan mengumpulkan di meja guru. Beberapa lainnya lagi memilih untuk benar-benar mengoreksi teks yang telah mereka tulis.
- 12 Karna waktu yang diberikan telah selesai, R meminta untuk mengumpulkan pekerjaanya.
- 13 Setelah semua terkumpulkan dan waktu masih tersisa 5 menit, R mengucapkan terimakasih dan memohon pamit karna waktu untuk penelitian telah selesai.
- 14 R menunggu GBI di meja piket. Setelah bertemu, R mengucapkan terimakasih dan meminta maaf jika selama proses pengambilan data ada kesalahan yang dilakukan R.

### OBSERVATION CHECKLIST SHEET

No. : 01

Cycle : I

Meeting : I

Object : Researcher

Day/date : Thursday, November 21<sup>st</sup>, 2012

NO	Researchers' Activities	Yes	No	Description
1	The R opens the class by greeting and checking students' attendance list.	√		
2	The R introduces the topic to the students.	√		
3	The R asks some students to retell their past event.			
4	The R asks some students' major understanding about recount text.	√		
5	The R provides the material in interesting way by using LCD.	√		
6	The R introduces a model of a recount text to the students.	√		
7	The R gives examples of recount text to the students.	√		
8	The R explains the generic structure and language features of recount text to the students.	√		
9	The R gives practice about past tense.	√		
10	<p>The R applies the mind mapping writing techniques in the teaching-learning process.</p> <ul style="list-style-type: none"> <li>- The R explains briefly about the use of mind mapping.</li> <li>- The R provides the examples of mind mapping and the recount text.</li> <li>- The R explains how to make mind mapping.</li> </ul>	<p>√</p> <p>√</p> <p>√</p>		

	<ul style="list-style-type: none"> <li>- The R divides students into groups.</li> <li>- The R provides time for students to work together.</li> <li>- The R gives an assignment of making mind mapping.</li> </ul>	√ √ √		
11	The R gives the production task: make a mind mapping	√		
12	The R gives time to the students to deliver their question along the process of making mind mapping.	√		
13	The R concludes the materials	√		
14	The R closes the class	√		

Collaborator,

Triyani

Researcher,

Ana Wihartatik

### OBSERVATION SHEET CHECKLIST

No : 02  
 Cycle : 1  
 Meeting : 1  
 Object : Students  
 Day/date : Thursday, November 22<sup>nd</sup>, 2012

No.	Students' Activities	Yes	No	Description
1	The students pay attention to the R explanation	√		
2	The students are active in the class	√		
3	The students concentrate to the R explanation	√		
4	The students understand the explanation about recount text.	√		
5	The students ask the R when they have questions about materials.		√	
6	The students do the exercise in group.			
7	The students ask the R or their friends if they find difficulties.		√	They only ask to their friends.
8	All the students bring dictionary.		√	It's provided by the school and not all of them who get dictionary from the library because it is limited amount.
9	The students submit their task.	√		

Collaborator,

Researcher,

Triyani, S. Pd

Ana Wihartatik

### OBSERVATION SHEET CHECKLIST

No : 03

Cycle : 1

Meeting : 2

Object : Researcher

Day/date : Wednesday, November 22<sup>nd</sup>, 2012

No.	Researcher's Activities	Yes	No	Description
1	The R opens the class by greeting and checking students' attendance list.	√		
2	The R presents a model of a mind mapping and its recount text to the students.	√		
3	The R explains briefly about the last materials: recount text and mind mapping.	√		
4	The R divides the students into some groups.	√		
5	The R gives practice task: Arranging jumbled paragraph based on generic structure of recount text and finds 15 errors in the text provided.	√		
6	The R gives time to the students to work together.	√		
7	The R asks each group's working to exchange to another group.	√		
8	The R discusses together with the students.	√		
9	The R asks them to show their last assignment: making a mind mapping	√		
10	The R discuss about their last task together with the students.	√		
11	The R asks the students whether they find difficulties or not.	√		
12	The R gives them time to revise their mind	√		



	mapping.			
13	The R gives production task: make a recount text based on the mind mapping that they have made.	√		
14	The R gives time to them to ask questions dealing with the writing a recount text based on their mind mapping they have made.	√		
15	The R asks some students to submit the task.	√		
16	The R asks them to exchange their working to be corrected.	√		
17	The R gives them time to ask their difficulties.	√		
18	The R concludes the materials.	√		
19	The R informs the students that they will have quiz on next meeting.	√		
19	The R leads to prayer.	√		

Collaborator,

Researcher,

Triyani, S. Pd

Ana Wihartatik

### OBSERVATION SHEET CHECKLIST

No : 04

Cycle : 1

Meeting : 2

Object : Students

Day/date : Wednesday, November 22<sup>nd</sup>, 2012

No.	Students' Activities	Yes	No	Descriptions
1	The students pay attention the R's explanation.	√		
2	The students arrange their seat based on their previous group without any noise.	√		
3	The students do the practice task with their group right in order.	√		
4	Some students submit the practice task then exchange to another group.	√		
4	The students correct another group's working based on discussion which is lead by the R.	√		
5	The students seat back to the first (not in group anymore).	√		
6	The students do the production task: write a recount text based on the mind mapping which has been made.	√		
5	Some students collect the fulfilled production task then exchange them.	√		
7	The students do the correction the task that they have had.	√		
6	The students ask some questions about their difficulties.	√		
7	The students are asked to study at home about recount text and mind mapping.	√		
8	The students say a prayer.	√		

Collaborator,

Triyani, S. Pd

Researcher,

Ana Wihartatik

### OBSERVATION SHEET CHECKLIST

No : 05

Cycle : 1

Meeting : 3

Object : Researcher

Day/date : Tuesday, November 23<sup>rd</sup>, 2012

No.	Researcher's Activities	Yes	No	Description
1	The R opens the class by greeting and checking students' attendance list.	√		
2	The R gives the students quiz about: <ul style="list-style-type: none"><li>• Arrange the jumbled paragraph.</li><li>• Fill the blank with the suitable verbs.</li></ul>	√		
3	The R explains how to fulfill the quiz.	√		
4	The R gives them time to do their quiz.	√		
5	The R observes the situation of the class while the students are doing the quiz.	√		
6	The R discusses the homework: mind mapping and the recount text.	√		
7	The R manages the class well	√		
8	The R leads the prayer.	√		

Collaborator,

Researcher

Triyani, S. Pd

Ana Wihartatik

### OBSERVATION SHEET CHECKLIST

No : 06

Cycle : 1

Meeting : 3

Object : Students

Day/date : Tuesday, November 23<sup>rd</sup>, 2012

No.	Students' Activities	Yes	No	Description
1	The students pay attention to the R's explanation about the quiz.	√		
2	The students do fully-focus on the quiz.	√		
3	The students have to do the quiz by their own effort.	√		
4	The students submit the quiz with suitable time.	√		
5	The students do the production task: make a mind mapping and the recount text based on the mind mapping that they have made.	√		
6	The students submit the production task that they have done.	√		

Collaborator,

Researcher,

Triyani, S. Pd

Ana Wihartatik

### OBSERVATION SHEET CHECKLIST

No : 06

Cycle : 2

Meeting : 4

Object : Researcher (R)

Day/date : Thursday, November, 27<sup>th</sup> 2012

No.	Researcher's Activities	Yes	No	Description
1	The R opens the class by greeting	√		
2	The R Checks the student's attendance list.	√		
3	The R mentions the topic that will be discussed	√		
4	The R asks some question dealing with the material delivered.	√		
5	The R explains the material.	√		
6	The R presents the material in interesting way.	√		
7	The R gives practice to the students	√		
8	The R uses the teaching time effectively.	√		
9	The R can control the class.	√		
10	The R observes the class's activities.	√		
11	The R answers the students' questions.	√		
12	The R gives the production task.	√		
13	The R gives time to the students to do the production task.	√		
14	The R concludes the whole material.	√		
15	The R closes the class.	√		

Collaborator,

Researcher

Triyani, S. Pd

Ana Wihartatik

### OBSERVATION SHEET CHECKLIST

No : 06

Cycle : 2

Meeting : 5

Object : Researcher (R)

Day/date : Wednesday, November 28<sup>th</sup> 2012

No.	Researcher's Activities	Yes	No	Description
1	The R opens the class by greeting	√		
2	The R Checks the student's attendance list.	√		
3	The R mentions the topic that will be discussed	√		
5	The R explains the material.	√		
6	The R presents the material in interesting way.	√		
7	The R gives practice to the students to revise their own text.	√		
8	The R gives production task for mastering the material.	√		
9	The R uses the teaching time effectively.	√		
10	The R can control the class.	√		
11	The R observes the class's activities.	√		
12	The R answers the students' questions.	√		
13	The R gives time to the students to do the production task.	√		
14	The R concludes the whole material.	√		
15	The R closes the class.	√		

Collaborator,

Researcher

Triyani, S. Pd

Ana Wihartatik

**Table 12: Students' Writing Score (Pre-test)**

No	SC	Aspects															Score				
		Content			Organization			Language Use			Vocabulary			Mechanics							
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A					
1	S1	2	2	2	2	2	2	3	3	3	2	2	2	3	2	2.5	11.5				
2	S2	2	3	2.5	2	2	2	2	2	2	3	2	2.5	2	2	2	11				
3	S3	3	3	3	3	4	3.5	2	3	2.5	2	3	2.5	3	2	2.5	14				
4	S4	3	2	2.5	3	3	3	3	2	2.5	3	3	3	2	1	1.5	12.5				
5	S5	1	3	2	1	2	1.5	1	2	1.5	2	2	2	2	1	1.5	8.5				
6	S6	3	2	2.5	3	3	3	2	2	2	2	1	1.5	3	2	2.5	11.5				
7	S7	2	2	2	2	2	2	1	2	1.5	1	1	1	2	2	2	8.5				
8	S8	2	2	2	2	2	2	1	2	1.5	2	2	2	1	2	1.5	9				
9	S9	3	2	2.5	3	2	2.5	3	2	2.5	3	3	3	4	3	3.5	14				
10	S10	1	2	1.5	1	2	1.5	3	2	2.5	3	3	3	3	2	2.5	11				
11	S11	3	2	2.5	3	3	3	2	2	2	1	1	1	2	2	2	10.5				
12	S12	3	2	2.5	3	3	3	3	3	3	2	2	2	3	2	2.5	13				
13	S13	3	3	3	4	3	3.5	4	3	3.5	3	2	2.5	4	3	3.5	16				
14	S14	2	3	2.5	2	3	2.5	1	2	1.5	2	3	2.5	2	1	1.5	10.5				
15	S15	3	3	3	3	4	3.5	3	2	2.5	2	3	2.5	3	2	2.5	14				
16	S16	2	2	2	2	2	2	2	3	2.5	2	2	2	2	2	2	10.5				
17	S17	3	2	2.5	3	3	3	2	3	2.5	2	1	1.5	2	1	1.5	11				
18	S18	3	2	2.5	3	2	2.5	2	2	2	3	2	2.5	2	1	1.5	11				
19	S19	1	2	1.5	2	2	2	2	2	2	2	1	1.5	2	2	2	9				
20	S20	3	4	3.5	3	2	2.5	2	2	2	2	1	1.5	2	3	2.5	12				
21	S21	3	3	3	3	2	2.5	2	3	2.5	2	2	2	3	2	2.5	12.5				
22	S22	2	3	2.5	2	3	2.5	2	2	2	2	2	2	2	2	2	11				
23	S23	2	3	2.5	3	4	3.5	3	2	2.5	2	2	2	3	2	2.5	13				
24	S24	3	2	2.5	2	3	2.5	2	2	2	2	3	2.5	2	1	1.5	11				
25	S25	3	2	2.5	2	3	2.5	2	1	1.5	2	3	2.5	2	2	2	11				
26	S26	3	4	3.5	3	2	2.5	3	2	2.5	2	3	2.5	3	2	2.5	13.5				
27	S27	1	2	1.5	3	3	3	3	3	3	3	2	2.5	4	3	3.5	13.5				
28	S28	3	2	2.5	3	3	3	3	2	2.5	2	2	2	3	3	3	13				
29	S29	2	1	1.5	1	2	1.5	1	1	1	2	2	2	2	2	2	8				
30	S30	3	3	3	3	3	3	3	2	2.5	2	2	2	3	2	2.5	13				
31	S31	2	2	2	2	2	2	2	1	1.5	2	3	2.5	2	2	2	10				
32	S32	3	4	3.5	4	4	4	3	2	2.5	2	3	2.5	3	2	2.5	15				
33	S33	1	2	1.5	1	2	1.5	2	2	2	1	2	1.5	2	1	1.5	8				
34	S34	3	2	2.5	3	3	3	2	2	2	2	3	2.5	2	1	1.5	11.5				
TOTAL				82.5				87.5				75				73				75	393
MEAN				2.44				2.57				2.21				2.14				2.21	11.56





**Table 12: Students' Writing Score (Post test)**

No	SC	Aspect															Score
		Content			Organization			Language Use			Vocabulary			Mechanics			
		R	C	A	R	C	A	R	C	A	R	C	A	R	C	A	
1	S1	4	3	3.5	4	4	4	3	3	3	3	4	3.5	3	4	3.5	17.5
2	S2	4	3	3.5	4	4	4	3	3	3	4	4	4	4	4	4	18.5
3	S3	4	4	4	4	4	4	3	4	3.5	4	4	4	4	3	3.5	19
4	S4	4	4	4	4	4	4	3	4	3.5	3	4	3.5	4	3	3.5	18.5
5	S5	4	4	4	4	4	4	3	4	3.5	4	4	4	3	3	3	18.5
6	S6	4	4	4	4	4	4	3	3	3	4	4	4	4	3	3.5	18.5
7	S7	4	3	3.5	4	3	3.5	3	4	3.5	3	4	3.5	4	4	4	18
8	S8	4	3	3.5	4	4	4	4	4	4	3	4	3.5	4	4	4	19
9	S9	4	3	3.5	4	4	4	3	3	3	4	3	3.5	3	4	3.5	17.5
10	S10	4	4	4	4	4	4	3	3	3	3	3	3	4	4	4	18
11	S11	4	4	4	4	3	3.5	3	3	3	3	3	3	4	4	4	17.5
12	S12	4	4	4	4	4	4	3	3	3	3	4	3.5	4	4	4	18.5
13	S13	4	3	3.5	3	3	3	4	4	4	4	4	4	4	3	3.5	18
14	S14	4	4	4	4	4	4	4	4	4	3	4	3.5	4	3	3.5	19
15	S15	4	4	4	4	4	4	3	3	3	3	4	3.5	4	3	3.5	18
16	S16	4	3	3.5	4	4	4	3	4	3.5	3	3	3	3	4	3.5	17.5
17	S17	4	3	3.5	4	4	4	4	3	3.5	3	3	3	3	4	3.5	17.5
18	S18	4	4	4	4	4	4	4	3	3.5	4	3	3.5	3	4	3.5	18.5
19	S19	3	3	3	4	3	3.5	3	4	3.5	3	4	3.5	4	3	3.5	17
20	S20	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3.5	19.5
21	S21	4	3	3.5	4	4	4	3	3	3	3	4	3.5	4	3	3.5	17.5
22	S22	4	4	4	4	3	3.5	3	4	3.5	3	4	3.5	4	4	4	18.5
23	S23	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	19
24	S24	4	4	4	4	4	4	3	4	3.5	3	4	3.5	4	3	3.5	18.5
25	S25	4	4	4	4	4	4	3	4	3.5	3	4	3.5	3	4	3.5	18.5
26	S26	4	3	3.5	4	3	3.5	4	4	4	4	4	4	3	3	3	18
27	S27	4	4	4	4	4	4	3	4	3.5	3	3	3	4	3	3.5	18
28	S28	4	4	4	4	3	3.5	3	4	3.5	3	3	3	3	4	3.5	17.5
29	S29	3	4	3.5	4	4	4	3	4	3.5	3	3	3	4	4	4	18
30	S30	4	4	4	4	4	4	3	4	3.5	3	3	3	3	4	3.5	18
31	S31	4	4	4	3	4	3.5	3	3	3	3	4	3.5	3	3	3	17
32	S32	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	19
33	S33	3	4	3.5	4	4	4	3	3	3	3	4	3.5	3	4	3.5	17.5
34	S34	4	3	3.5	4	4	4	4	4	4	4	3	3.5	4	3	3.5	18.5
TOTAL		129			132			117			120			122			618
MEAN		3.8			3.9			3.44			3.5			3.6			18.16



### THE ATTENDANCE LIST OF 8F

NO	NAMA	KODE	OB	PrT	M 1	M 2	M 3	M4	M5	PoT
1	Riandhika Widi Sarastia	S1	√	√	√	√	√	√	√	√
2	Afifah Zulfahummifta Hidayat	S2	√	√	√	√	√	√	√	√
3	Afnisa Hikmah Latifa	S3	√	√	√	√	S	√	√	√
4	Ahmad Harish Romdhoni	S4	√	√	√	√	√	√	√	√
5	Alessandro Desmond Costacurta	S5	√	√	√	√	√	√	√	√
6	Alfando Nugroho Saputro	S6	√	√	√	√	√	√	√	√
7	Anselmus Ruriandro Frederic Marnadi	S7	√	√	√	√	√	√	√	√
8	Aviva Nito Nawang Palupi	S8	√	√	√	√	√	√	√	√
9	Cynthia Andriana	S9	√	√	√	√	√	√	√	√
10	Dini Fitriyani Imawati	S10	√	√	√	√	√	√	√	√
11	Donny Ariff Galih Samodra	S11	√	√	√	√	√	√	√	A
12	Eka Nova Amanda Nur Saputra	S12	√	√	√	√	√	I	√	√
13	Futihah Nur Octaviani	S13	√	√	√	√	√	√	√	√
14	Hutomo Setyo Nugroho	S14	√	√	√	√	√	√	√	√
15	Ilma Amirah	S15	√	√	√	√	I	√	√	√
16	Krismanto Antoro Putra	S16	√	√	√	√	√	√	√	√
17	Kurnia Ika Kumala Wardani	S17	√	√	√	√	√	√	√	I
18	Luhung Kirana Cahaya Nabi la	S18	√	√	√	√	√	√	√	√
19	Luthfi Ramadhana	S19	√	√	√	√	√	√	√	A
20	Muhammad Arief Darmawan	S20	√	√	√	√	√	√	√	√

21	Octaviana Rahmawati	S21	√	√	√	√	√	√	√	√
22	Puri Nurita Widyasari	S22	√	√	√	√	√	√	√	√
23	Rahmadita Tri Hapsari	S23	√	√	√	√	√	√	√	√
24	Restuningrum Yeni P.	S24	√	√	√	√	√	√	√	√
25	Risky Kuncorojati Setyaningsih	S25	√	√	√	√	√	√	√	√
26	Septia Rahmawati	S26	√	√	√	√	I	√	√	√
27	Septya Nurika Ramadhanti	S27	√	√	√	√	√	√	√	√
28	Tiyantosa Aji	S28	√	√	√	√	√	√	√	√
29	Vincentius Juan Fergi Hermantya	S29	√	√	√	√	√	√	√	√
30	Vinishia Astri Naliamutti	S30	√	√	√	√	√	√	√	√
31	Yohanes Kusyudi Setiawan	S31	√	√	√	√	√	√	√	√
32	Yustina Chrisya Septiana	S32	√	√	√	I	√	√	√	√
33	Zia Ulfa Noor	S33	√	√	√	√	√	√	√	√
34	Zita Sekar Moda	S34	√	√	√	√	√	√	√	√

## RENCANA PELAKSANAAN PEMBELAJARAN

(Pertemuan 1)

Cycle	: I (satu)
Satuan pendidik	: SMP 2 Negeri Yogyakarta
Kelas/semester	: VIII / I
Materi Pembelajaran	: Bahasa Inggris
Jumlah Pertemuan	: 2 x 40 menit
Jenis Teks	: Recount
Tema	: Holiday
Skill	: Writing
Standar Kompetensi	: 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi dasar	: 6. 2 Mengungkapkan makna dan langkah retorika dalam <i>essay</i> pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>

Indikator:

1. Mengidentifikasi generic structure dari teks recount.
2. Mengidentifikasi language features dari teks recount.
3. Membuat mind mapping

A. Tujuan pembelajaran:

1. Siswa mampu memahami generic function. Sosial function, dan lexicogrammatical tesk *recount*.
2. Siswa mampu memahami dan menggunakan simple past tense dengan benar.
3. Siswa mampu membuat mind mapping.

## B. Materi pembelajaran

### 1. Recount text

**My Holiday**

Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house had a big garden with colorful flowers and small pool.

In the morning, my friend and I saw Mount Batuk. The scenery was very beautiful. We rode on horse back. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

**Orientation**

**Sequence of events**

**Re-orientation**

Adapted from: <http://whywine.wordpress.com/2010/05/05/contoh.recount-text/my-last-holiday>.

<b>RECOUNT</b>		
➤	Social function	: To <b>retell events</b> for the purpose of <b>informing or entertaining</b>
➤	Generic structure	:
	<ul style="list-style-type: none"><li>• <b>Orientation: provides the setting and introduces participants</b></li><li>• <b>Events: tell what happened, in what sequence.</b></li><li>• <b>Re-orientation: optional-closure of events</b></li></ul>	
➤	Lexicogrammatical features: <ul style="list-style-type: none"><li>• Focus on specific Participants</li><li>• Use of <i>material processes</i></li><li>• Circumstances of time and place</li><li>• Use of past tense</li><li>• Focus on temporal sequence.</li></ul>	

## PAST TENSE

- To show past event

- Positive sentence:

**Subject + Main verb – d or –ed**

e.g: I stayed at my friend's house in Probolinggo, East Java

- Negative sentence:

**Subject + did + not + main verb**

e.g: we did not pass anything good on that journey

- Interrogative sentence:

**Did + subject + main verb + ?**

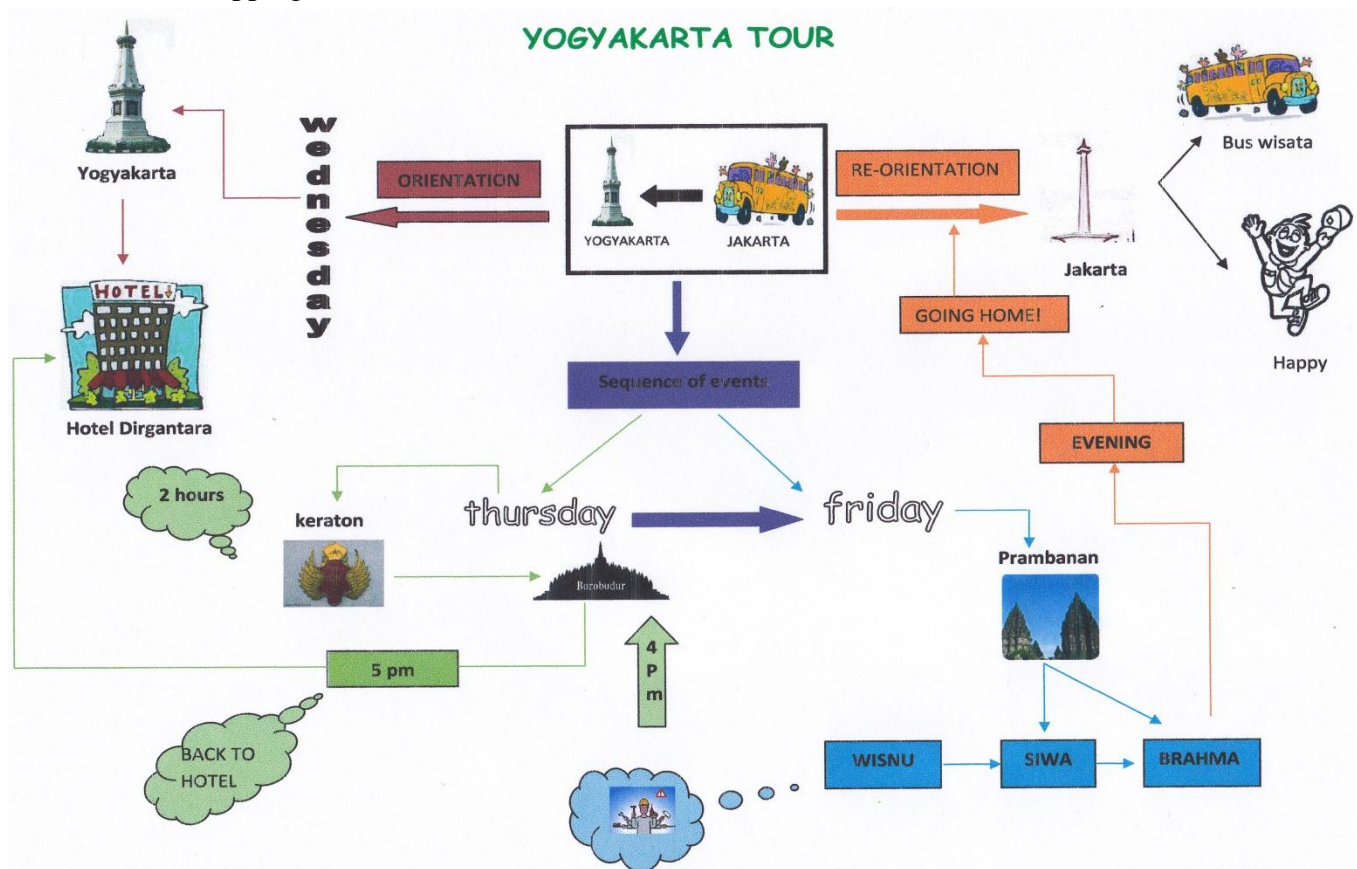
e.g: did you go to journey along your holiday?

	Subject	Auxiliary verb		Main verb	Adverb
+	I			went	to school.
	You			worked	very hard.
-	She	did	not	go	with me.
	We	did	not	work	yesterday.
?	Did	you		go	to Jakarta?
	Did	they		work	At home?

	Subject	Main verb		Adverb
+	I, she / he / it	was		Here.
	You, we, they	were		In Jakarta.
-	I, he / she / it	was	not	there.
	You, we, they	were	not	happy.
?	was	I, she / he / it		right?
	were	You, we, they		late?



## 2. Mind mapping



### Yogyakarta Tour

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgantara Hotel which is not far from Malioboro.

Then, on Thursday, we visited the temples in Prambanan, Siwa and Wisnu temples. They were amazing. We visited only Brahma and Siwa temples, because Wisnu temple was under renovated. On Friday morning, we went to Yogyakarta Kraton. We spend about two hours there. We were lucky because we were led by a smart and friendly guide. Then, we continued our journey to Borobudur. We arrived there at 4 p.m. At 5 p.m we heard announcement that Borobudur's gate would be closed.

Finally, in the evening we left to Jakarta by Wisata Bus.

### MIND MAPPING

- a. Definisi : cara mencatatkan kreatif dengan memvisualisasikan idea tau informasi (mind) ke dalam sebuah peta (mapping).
- b. Karakter:
- Menggunakan gambar atau icon
  - Menggunakan warna
  - Menggunakan kata kunci untuk mewakili sebuah ide
  - Mengklasifikasikan informasi
  - Menunjukkan detail dari semua informasi
  - Menggunakan kata hubung
  - Ide pokok diwakilkan dengan gambar yg diletakkan di tengah.
  - Membuat penulis menjadi dan semakin kreatif
  - Membantu penulis untuk me-review tulisan.
- c. Cara membuat:
- Mulailah dengan gambar utama di tengah-tengah kertas
  - Mulailah dengan menggambar cabang yang berisi informasi utama
  - Masukkan informasi-informasi pendukung lainnya dalam ranting di setiap cabang utamanya.
  - Beri gambar atau icon pada cabang atau ranting
  - Jangan lupa beri warna agar terlihat lebih menarik.

1.

MULAI

~~DENGAN GAMBAR UTAMA DI TENGAH-TENGAH KERTAS!~~

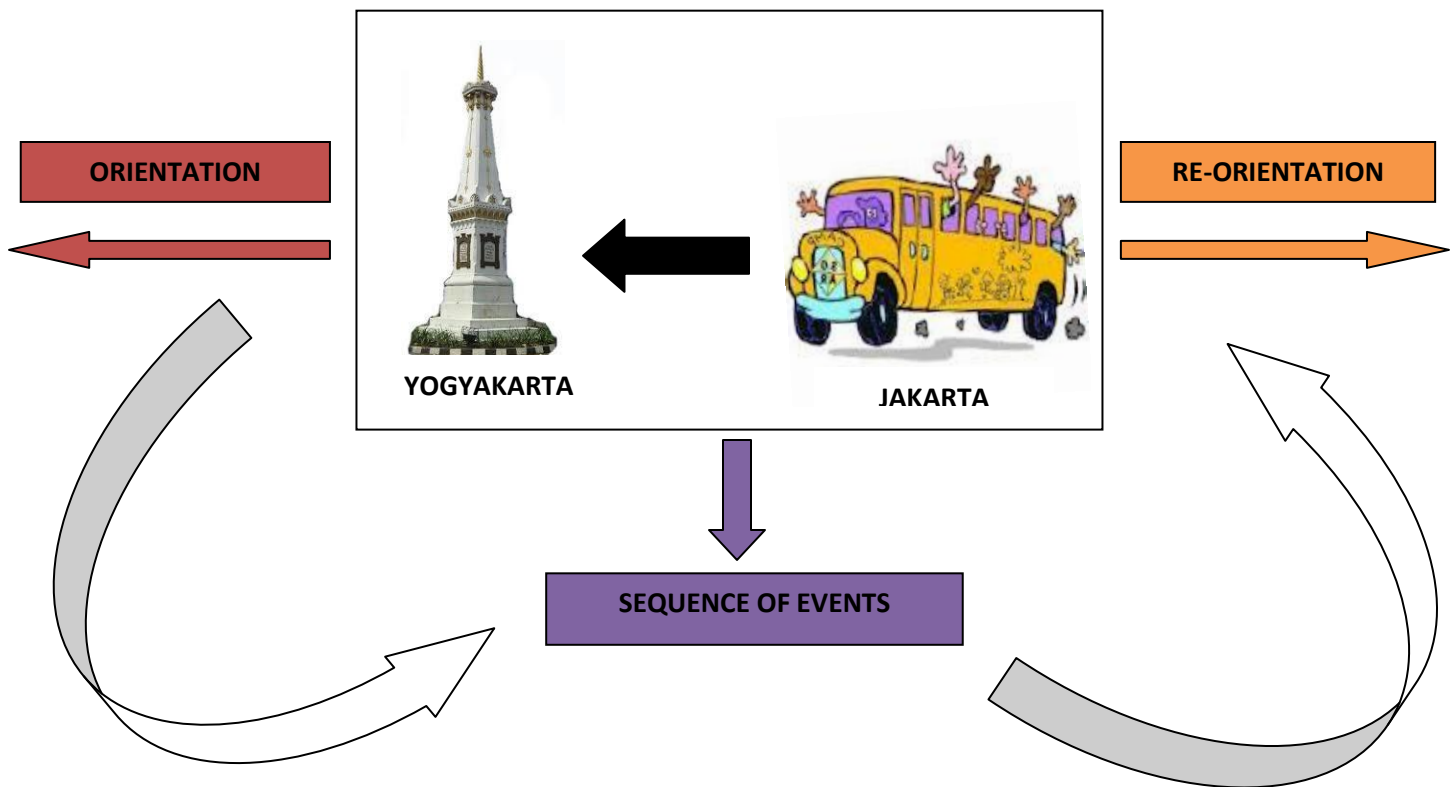


YOGYAKARTA

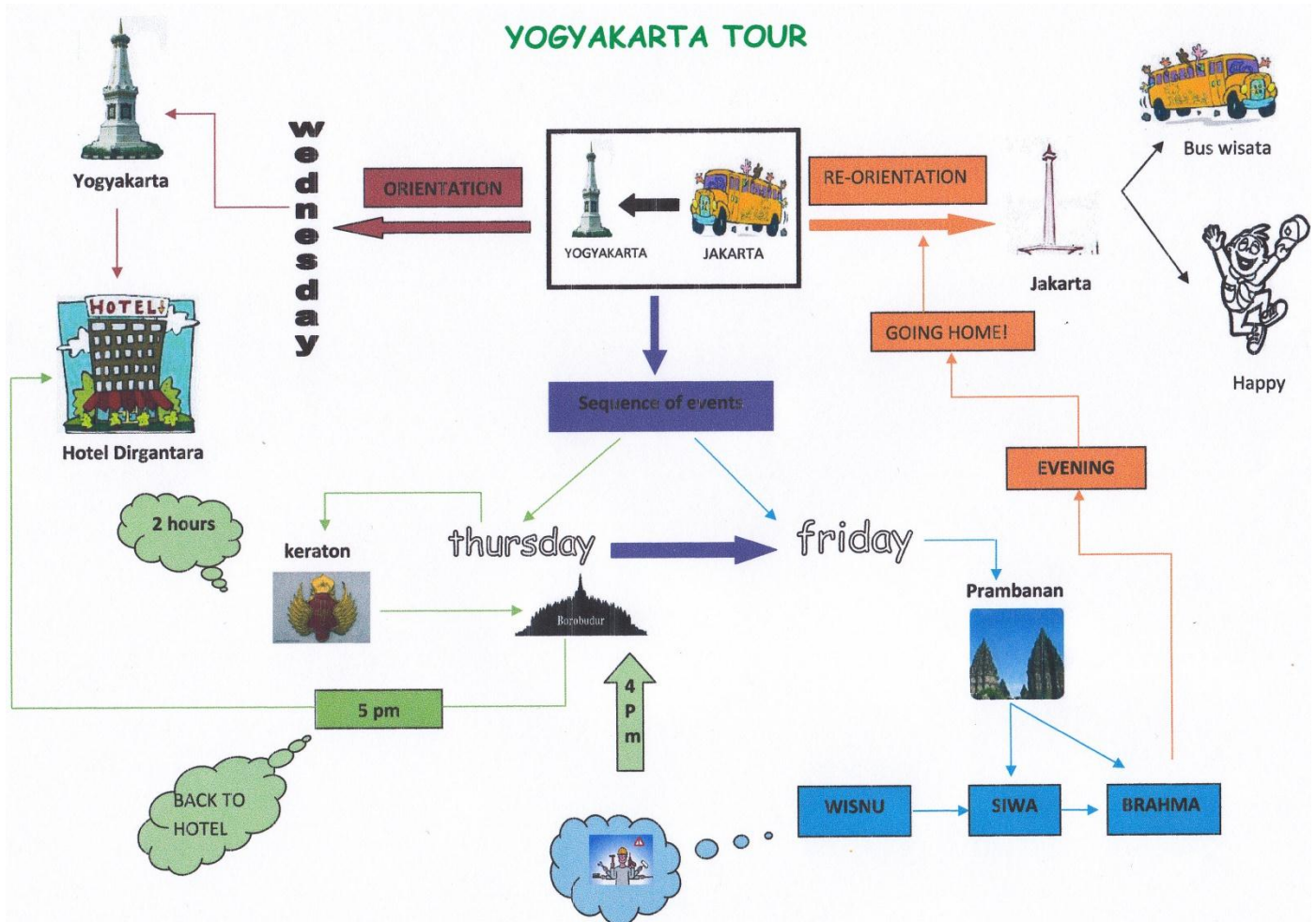


JAKARTA

**2. MULAILAH DENGAN MENGGAMBAR CABANG YANG BERISI INFORMASI UTAMA!**



3. BERI GAMBAR ATAU ICON PADA CABANG ATAU RANTING!
4. JANGAN LUPA BERI WARNA AGAR TERLIHAT LEBIH MENARIK!



Practice task:

# ENGLISH VERB FORMS

REGULAR VERBS		
V1	V2	Meaning
walk	walk <u>ed</u>	
leave	.....	
.....	studied	
.....	learnt	
sit	sit	
use	used	
talk	.....	
.....	asked	
open	.....	
close	.....	
IRRAGULAR VERBS		
go	<u>went</u>	
do	.....	
have	....	
write	.....	
.....	sung	
come	came	
run	.....	
.....	saw	
.....	took	
eat	.....	

Practice task:

Fill the blank with the suitable verbs!

Last week my friend and I (are) **were** bored after three weeks of holidays, so we (decide) **decided** to go to Smith Beach.

We (ride) 1. .... our bikes to Smith Beach which is only five kilometers from where we live. When we (arrive) 2. .... at the beach, we were surprised to see that there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we (realize) 3. .... one reason there (are) 4. .... not many people there. It (is) 5. .... also quite windy.

After we (bring) 6. .... some hot chips at the takeaway store nearby, we (ride) 7. .... our bikes down the beach for a while, on the hard, damp part of the sand. We (have) 8. .... the wind behind us and, before we knew it, we were many miles down the beach. Before we (make) 9. .... the long trip back, we (decide) 10. .... to paddle our feet in the water for a while, and then sit down for a rest. While we (are) 11. .... sitting on the beach, just chatting, it suddenly (dawn) 12. .... on us that all the way back, we (will) 13. .... be riding into the strong wind.

When we finally (make) 14. .... it back home, we were both totally exhausted! But we (learn) 15. .... some good lessons that day.

C. Metode pembelajaran: genre based

D. Langkah-langkah pembelajaran:

1. Kegiatan awal (BKOF)

- a) Opening
- b) Apersepsi
- c) Menyampaikan topic yang akan di bahas

2. Kegiatan inti

- a) Guru memberikan contoh teks recount (MOT)
- b) Guru meminta bersama-sama dengan murid mengidentifikasi bagian-bagian dari teks recount (JCOT).
- c) Guru menjelaskan tentang simple past tense dan penggunaannya.
- d) Guru meminta siswa untuk membuat kelompok.
- e) Guru memberikan practice task untuk dikerjakan berkelompok
- f) Guru bersama-sama dengan murid mendiskusikan task tersebut.
- g) Guru menjelaskan tentang mind mapping dan bagaimana membuatnya.
- h) Guru memberikan production task: membuat mind mapping dan meminta mereka untuk mengerjakan task tersebut (ICOT).
- i) Production dikerjakan berpasangan. 1 pekerjaan dilakukan 2 orang (teman semeja).
- j) Jika belum selesai, bisa di kerjakan di rumah (PR).
- k) Guru mengobservasi process pengajaran.
- l) Guru meminta untuk saling menukarkan pekerjaan mereka

### 3. Kegiatan penutup

- a) Guru membahas kembali materi yang sudah dibahas sebagai rangkuman proses pembelajaran hari ini.
- b) Guru meminta siswa untuk membawa pensil warna untuk pertemuan berikutnya
- c) Guru meminta salah satu siswa untuk menutup kelas.

E. Penilaian: nilai total = scoring rubric

F. Media: worksheet, power point, projector.

G. Source: the researcher

Guru Mata Pelajaran

Triyani, S. Pd

Yogyakarta, Agustus 2012

Mahasiswa Praktikan

Ana Wihartatik



## RENCANA PELAKSANAAN PEMBELAJARAN

(Pertemuan 2)

Cycle	: I (satu)
Satuan pendidik	: SMP 2 Negeri Yogyakarta
Kelas/semester	: VIII / I
Materi Pembelajaran	: Bahasa Inggris
Jumlah Pertemuan	: 2 x 40 menit
Jenis Teks	: Recount
Tema	: Holiday
Skill	: Writing
Standar Kompetensi	: 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi dasar	: 6. 2 Mengungkapkan makna dan langkah retorika dalam <i>essay</i> pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>

Indikator:

1. Mengidentifikasi generic structure dari teks recount.
2. Mengidentifikasi language features dari teks recount.
3. Mampu membuat mind mapping.
4. Membuat teks recount.

A. Tujuan pembelajaran:

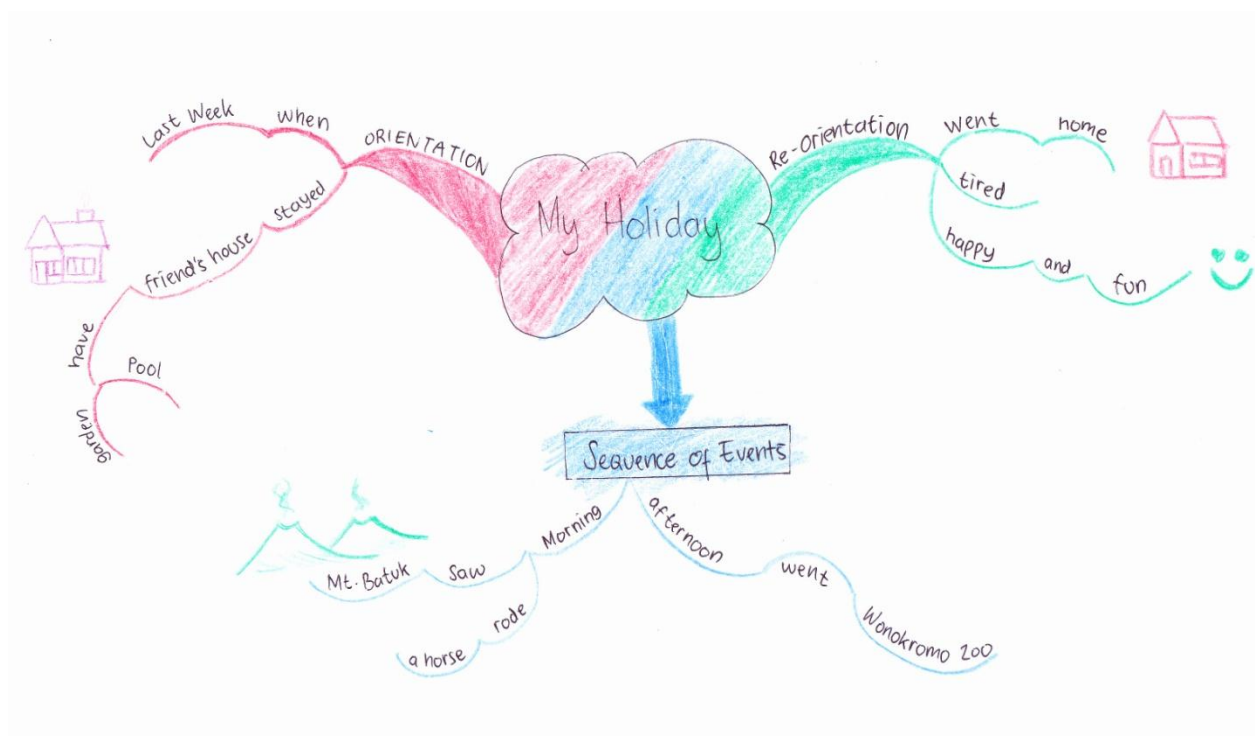
1. Siswa mampu memahami generic function teks *recount*.
2. Siswa mampu memahami language feature yang terdapat dalam teks recount.
3. Siswa mampu menulis dengan menggunakan teknik mind mapping.

B. Materi pembelajaran: materi yang digunakan pada pertemuan ke- 2 menggunakan materi pada pertemuan sebelumnya.

### PAST TENSE

- To show past event
- Positive sentence:  
example: I stayed at my friend's house in Probolinggo, East Java
- Negative sentence:  
example: we did not pass anything good on that journey
- Interrogative sentence:  
example: did you go to journey along your holiday?

	Subject	Auxiliary verb		Main verb	Adverb
+	They			went	to school.
	We			worked	very hard.
	I			read	the book carefully
	You			cleaned	the car
	She			felt	guilty
	He			took	some pictures
	It			was	awesome!
-	They	did	not	go	to school
	We	did	not	work	very hard
	I	did	not	read	the book carefully
	You	did	not	clean	the car
	She	did	not	feel	guilty
	He	did	not	take	some pictures.
	It	was	not	awesome!	
?	did	They		go	to school?
	did	We		work	Very hard?
	did	I		read	The book carefully?
	did	You		clean	The car?
	did	She		feel	Guilty?
	did	He		take	some pictures?
	was	It		Awesome?	



## My Holiday

Last week, I went to Mount bromo. I stayed at my friend's house in Probolinggo, East Java. The house had a big garden with colorful flowers and small pool

In the morning, my friend and I saw Mount Batuk. The scenenry was very beautiful. We rode on horse back. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

Practice task:

**Arrange these jumbled paragraphs into good paragraphs of a recount text by drawing a line!**

A

After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind.

**ORIENTATION**

B

When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day

**SEQUENCE OF  
EVENTS**

C

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Smith Beach, which is only five kilometres from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy.

**RE-ORIENTATION**

Arrange these paragraphs into a good recount text by drawing a line!

1

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

2

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

3

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London.

4

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

**Practice task:**

1. Find 15 errors of verb, spelling, and punctuation and write down those errors.
2. Mark and change those errors into the right orders!

### My Holiday

On Wednesday my students and I go to yogyakarta. We stay at dirgahayu Hotel which is not far from Malioboro

Then, on Thursday, we visit the temples in Prambanan, Syiwa and Wisnu temples. They am amazing. We visited only Brahma and Syiwa temples, because wisnu temple was under renovated. On Friday morning we go to Yogyakarta Kraton. We spend about two hours there. We are lucky because we are lead by a smart and friendly guide. then we continued our journei to Borobudur. We arrived there at 4 p.m. at 5 pm we heard announcement that Borobudur gate would be closing.

Finally, in the evening we left to Jakarta by Wisata Bus.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

**Practice task:**

1. Find 15 errors of verb, spelling, and punctuation and write down those errors.
2. Mark and change those errors into the right orders!

**It was an Earthquake**

Let me remind you my experience during an earthquake last week. When the earthquake happened, I is on my car. i are driving home from my vacation to Bali.

Suddenly my car launch to one side to the left. I think I got flat tire. I does not know that it as an earthquake. I know it was an earthquake when I saw some telepone and electriciti poles falling down to the ground like matchstikcs.

Then, I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I can not move my car at all. There is rocks everywhere. There are nothing I could do but, left the car and walked along way to house, in the town.

When I reach my town, I was so surprised that there are almost nothing left. The eartquake made a lot of damage to my town.

Although nothing was left, I thanked God that nobody was seriously injured.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

**Practice task:**

1. Find 15 errors of verb, spelling, and punctuation and write down those errors.
2. Mark and change those errors into the right orders!

**When I was going to school for the first time**

My mother get me ready for school then i had to wait for her to brush my hair and place everi strand in just the perfect position. i had to show her my shoes that I had clean the night before and my schol bag had to be neatly put on my shoulder before I could get near the door. only after my mother was totally satisfied, I would be allow to rush out of the front door.

I will leave home on 8 am on the dot and make my way down the lane. After a walk of about 700 metre I would be able to see the tall steeple of the school. The Playground would be full in the sumer and the noise would make me want to rush into the yard and get into a good game of fotball before the bel went.

That am my experience while I was in school for the first time.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_



Production:

Name:  
Class:

C. Metode pembelajaran: genre based

D. Langkah-langkah pembelajaran:

1. Kegiatan awal (BKOF)

- a) Opening
- b) Apersepsi
- c) Menyampaikan topic yang akan di bahas

2. Kegiatan inti

- a) Guru memberikan teks recount
- b) Guru memberikan mind mapping sebagai contoh
- c) Guru membahas materi yang sudah jelaskan di pertemuan sebelumnya (JCOT).
- d) Guru meminta siswa untuk membuat kelompok.
- e) Guru membahas tugas yang diberikan sebelumnya: membuat mind mapping.
- f) Guru memberikan practice task.
- g) Bersama dengan murid, guru membahas jawaban dari practice task tersebut
- h) Guru membagikan production task: membuat teks recount berdasarkan mind mapping yang sudah dibuat. (ICOT).
- i) Guru memberikan PR: membuat Mind Mapping dan teks recount berdasarkan gambar Mind Mapping tersebut.

3. Kegiatan penutup

- a) Guru membahas kembali materi yang sudah dibahas sebagai rangkuman proses pembelajaran hari ini.
- b) Guru meminta salah satu siswa untuk menutup kelas.

E. Penilaian: scoring rubric.

F. Media: worksheet,

G. Source: [writingassignmentspot.blogspot.com](http://writingassignmentspot.blogspot.com) dan <http://www.ebookpp.com/te/text-recount-examples-doc-2.html>

Guru Mata Pelajaran

Triyani, S. Pd

Yogyakarta, November 2012

Mahasiswa Praktikan

Ana Wihartatik

## RENCANA PELAKSANAAN PEMBELAJARAN

(Pertemuan 3)

Cycle	: I (satu)
Satuan pendidik	: SMP 2 Negeri Yogyakarta
Kelas/semester	: VIII / I
Materi Pembelajaran	: Bahasa Inggris
Jumlah Pertemuan	: 2 x 40 menit
Jenis Teks	: Recount
Tema	: Holiday
Skill	: Writing
Standar Kompetensi	: 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi dasar	: 6. 2 Mengungkapkan makna dan langkah retorika dalam <i>essay</i> pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>

Indikator:

1. Mengidentifikasi generic structure teks recount.
2. Mengidentifikasi simple past tense.

A. Tujuan pembelajaran:

1. Siswa mampu memahami generic structure teks recount.
2. Siswa mampu menggunakan simple past tense.

B. Materi Pembelajaran

(terlampir)

C. Metode Pembelajaran: Genre Based Approach

D. Langkah-langkah pembelajaran:

1. Kegiatan awal (BKOF)

- a) Opening
- b) Apersepsi
- c) Menyampaikan topic yang akan di bahas

2. Kegiatan inti

- a) Guru membahas secara singkat materi yang telah dijelaskan sebelumnya
- b) Guru membagikan soal task
- c) Guru mengobservasi proses
- d) Guru meminta kembali jawaban
- e) Bersama-sama dengan murid, guru mendiskusikan bersama-sama tugas rumah yang telah dikerjakan

3. Kegiatan penutup

- a) Guru menjelaskan sedikit beberapa kesalahan atau kekurangan dan kelebihan dari proses pembelajaran hari ini.
- b) Guru menyampaikan bahwa dalam pertemuan selanjutnya akan dibagikan hasil jawaban dari task dan akan membahas soal-soal task yang sudah dikerjakan hari ini.

E. Penilaian: rubric penilaian kemampuan menulis

F. Media: worksheet

G. Source: <http://www.englishindo.com/2012/01/recount-text-penjelasan-contoh.html>

Guru Mata Pelajaran

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Yogyakarta, November 2012  
Mahasiswa Praktikan

Ana Wihartatik

## RENCANA PELAKSANAAN PEMBELAJARAN

(Pertemuan 4)

Cycle	: 2 (satu)
Satuan pendidik	: SMP 2 Negeri Yogyakarta
Kelas/semester	: VIII / I
Materi Pembelajaran	: Bahasa Inggris
Jumlah Pertemuan	: 2 x 40 menit
Jenis Teks	: Recount
Tema	: Holiday
Skill	: Writing
Standar Kompetensi	: 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi dasar	: 6. 2 Mengungkapkan makna dan langkah retorika dalam <i>essay</i> pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>

Indikator:

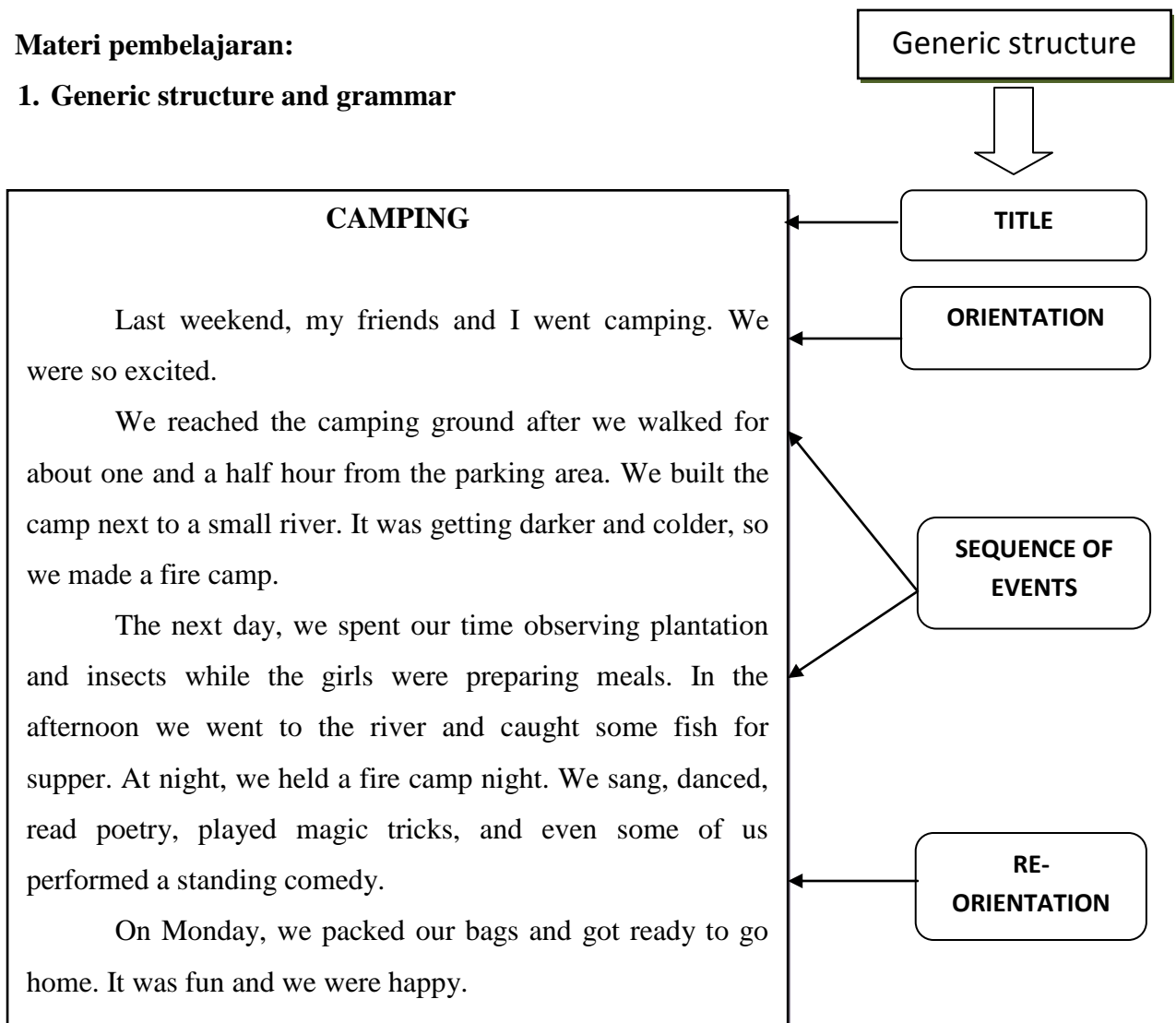
1. Mampu menggunakan simple past tense.
2. Mampu menganalisa language features di sebuah teks recount sederhana
3. Mampu mengembangkan ide.

A. Tujuan pembelajaran:

1. Siswa memahami dan menggunakan simple past tense.
2. Siswa memahami dan menggunakan language features secara benar dalam sebuah teks recount sederhana
3. Siswa dapat mengembangkan ide cerita dalam sebuah teks recount sederhana

## B. Materi pembelajaran:

### 1. Generic structure and grammar





## 2. Past Tense

	Subject	Auxiliary verb		Main verb	Adverb
+	I			went	to school.
	You			worked	very hard.
-	She	did	not	go	with me.
	We	did	not	work	yesterday.
?	Did	you		go	to Jakarta?
	Did	they		work	At home?

	Subject	Main verb		Adverb
+	I, she / he / it	was		Here.
	You, we, they	were		In Jakarta.
-	I, he / she / it	was	not	there.
	You, we, they	were	not	happy.
?	was	I, she / he / it		right?
	were	You, we, they		late?

## 3. Regular – Irregular Verb

REGULAR VERBS		
V <sub>1</sub>	V <sub>2</sub>	MEANING
Remember	Remembered	Mengingat / ingat.
Need		
study		
Walk		
Play		
Visit		
Arrive		
Stay		
Watch		
Listen		

IRREGULAR VERBS		
V <sub>1</sub>	V <sub>2</sub>	MEANING
Think	Thought	fikir
Go		
See		
find		
Say		
Eat		
buy		
Ride		
Learn		
bring		

## GENERALIZING IDEAS

### CAMPING

- **Orientation:**

- **Last weekend.**
- **My friend and I.**
- **Went camping.**
- **So excited.**

- **Sequence of events:**

**First day:**

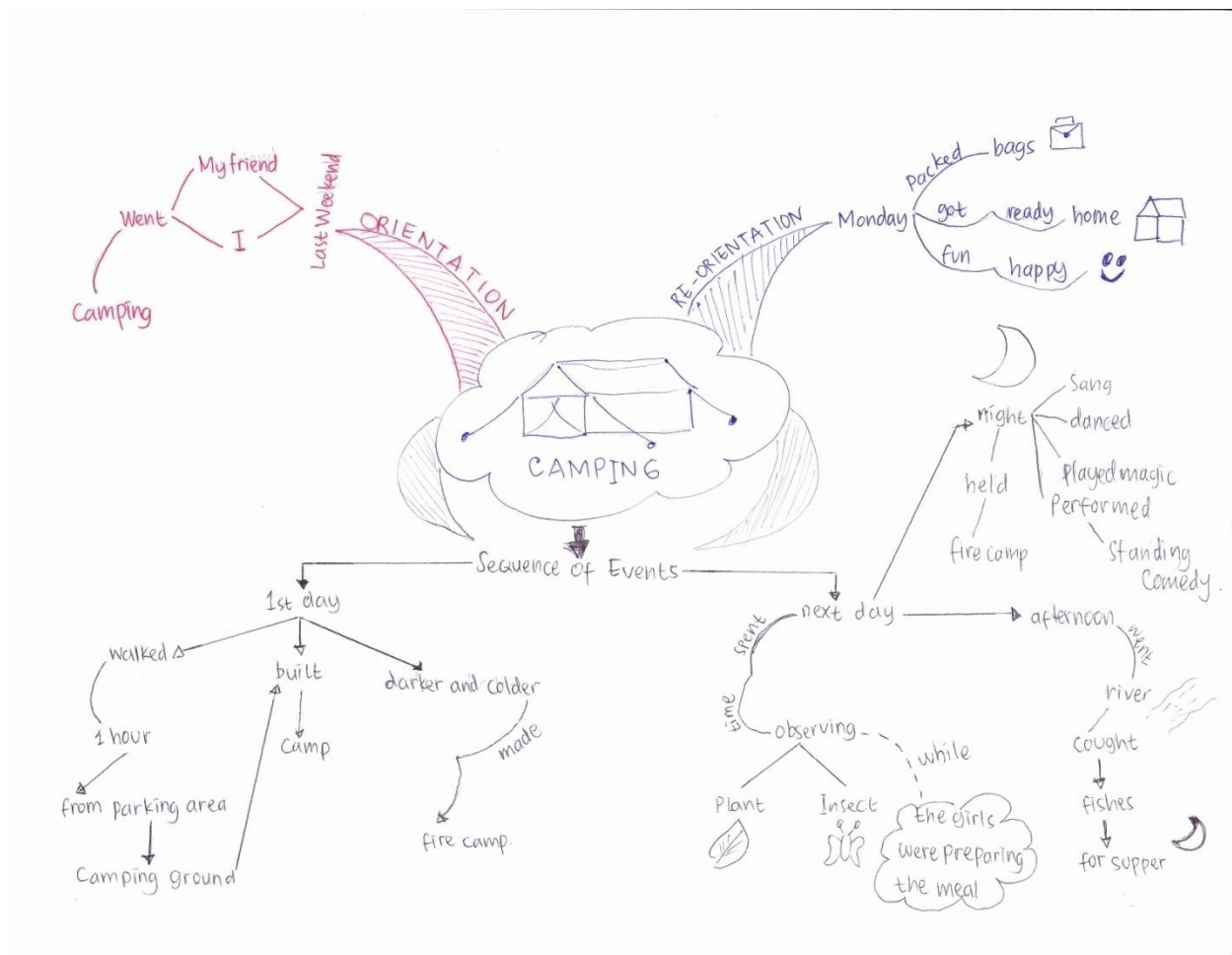
- **Walked about one and a half hour from parking area.**
- **Reached the camping ground.**
- **Built the camp next the river.**
- **It was getting darker and colder.**
- **Made fire camp.**

**The next day:**

- **Spent time for observing plant and insect.**
- **While, the girls were preparing the meals.**
- **At Afternoon**
- **Went to river**
- **Caught some fishes for supper.**
- **At night**
- **Held a fire camp**
- **Sang, danced, read poetry, played magic, some performed standing comedy.**

- **Re-orientation:**

- **On Monday.**
- **Packed our bags.**
- **Got ready to go home.**
- **Fun and happy.**



## CAMPING

Last weekend, my friends and I went camping. We were so excited.

We reached the camping ground after we walked for about one and a half hour from the parking area. We built the camp next to a small river. It was getting darker and colder, so we made a fire camp.

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home. It was fun and we were happy.

Production task:

Choose one and generalize the topic that you have chosen below into some ideas!

1. My Unforgettable Holiday
2. My Trip to Gembira Loka Zoo
3. Before I Went to School
4. My This Morning Activities

## GENERALIZING IDEAS

NAME : \_\_\_\_\_

NO : \_\_\_\_\_

[illegible]

C. Metode Pembelajaran: Genre Based

D. Langkah-langkah pembelajaran:

1. Kegiatan awal (BKOF)

- a) opening
- b) absensi kehadiran
- c) apersepsi
- d) menyampaikan topic yang akan dibahas

2. Kegiatan inti

- a) Guru membahas membagikan dan membahas soal quiz dan production task yang sudah dikerjakan pada pertemuan sebelumnya.
- b) Guru memberikan contoh teks recount (MOT)
- c) Guru meminta bersama-sama dengan murid mengidentifikasi bagian-bagian dari teks recount dan juga membahas language features dalam teks tersebut(JCOT).
- d) Guru memberikan practice task.
- e) Guru bersama-sama dengan murid mendiskusikan task tersebut.
- f) Guru memberikan worksheet dan meminta mereka untuk mengerjakan production task (ICOT).
- g) Guru mengobservasi process pengajaran.
- h) Guru memberika pekerjaan rumah untuk membuat mind mapping dari ide-ide yang sudah mereka generalize kan.

3. Kegiatan penutup

- a) Guru membahas kembali materi yang sudah dibahas sebagai rangkuman proses pembelajaran hari ini.
- b) Guru meminta siswa untuk membawa pensil warna untuk pertemuan berikutnya

c) Guru meminta salah satu siswa untuk menutup kelas.

E. Penilaian: nilai total = scoring rubric

F. Media: white board, worksheet.

G. Source: the researcher

Guru Mata Pelajaran

\_\_\_\_\_  
NIP.

Yogyakarta, November 2012

Mahasiswa Praktikan

Ana Wihartatik

NIM. 06202244092

## RENCANA PELAKSANAAN PEMBELAJARAN

(Pertemuan 5)

Cycle	: II (satu)
Satuan pendidik	: SMP 2 Negeri Yogyakarta
Kelas/semester	: VIII / I
Materi Pembelajaran	: Bahasa Inggris
Jumlah Pertemuan	: 2 x 40 menit
Jenis Teks	: Recount
Tema	: Holiday
Skill	: Writing
Standar Kompetensi	: 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi dasar	: 6. 2 Mengungkapkan makna dan langkah retorika dalam <i>essay</i> pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>

Indikator:

1. Mampu menggunakan simple past tense.
2. Mampu membuat mind mapping.
3. Mampu membuat teks recount.

A. Tujuan pembelajaran:

1. Siswa mampu memahami dan menggunakan simple past tense.
2. Siswa mampu menulis teks *recount* sederhana dengan menggunakan teknik mind mapping.
3. Siswa mampu mengoreksi teks yang mereka tulis.



B. Materi pembelajaran:

1. Production task sebelumnya: generalize ideas (MOT).

### C. Production task:

Make a recount text based on ideas that you had been generalized.

[illegible]

D. Metode Pembelajaran: Genre Based

E. Langkah-langkah pembelajaran:

1. Kegiatan awal (BKOF)

- a) Opening
- b) Apersepsi
- c) Menyampaikan topic yang akan di bahas

2. Kegiatan inti

- a) Guru membahas production task yang telah dikerjakan sebelumnya (JCOT).
- b) Guru meminta siswa untuk merevisi teks yang sudah mereka kerjakan sebelumnya.
- c) Guru mengobservasi proses
- d) Guru meminta kembali jawaban
- e) Guru memberikan worksheet (production task): membuat teks recount ideas yang sudah mereka generalized kan (ICOT).
- f) Guru mengobservasi proses pengerjaan production task..
- g) Guru memberikan nilai bonus kepada siswa yang secara sukarela dan berani maju untuk membacakan ceritanya.

3. Kegiatan penutup

- a) Guru menjelaskan sedikit beberapa kesalahan atau kekurangan dan kelebihan dari proses pembelajaran hari ini.
- b) Guru meminta seorang murid untuk menutup kelas.

F. Penilaian: rubric penilaian kemampuan menulis

G. Media: worksheet

H. Source: Researcher

Guru Mata Pelajaran

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NIP.

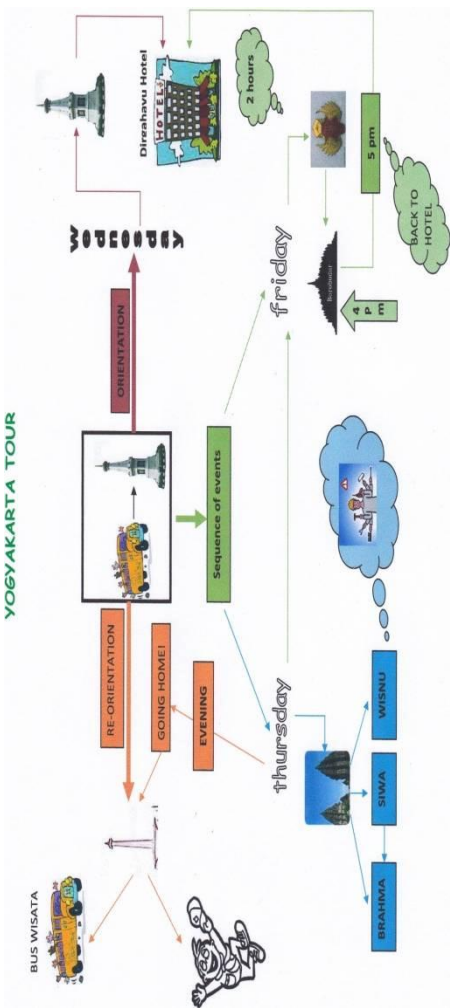
Yogyakarta, November 2012

Mahasiswa Praktikan

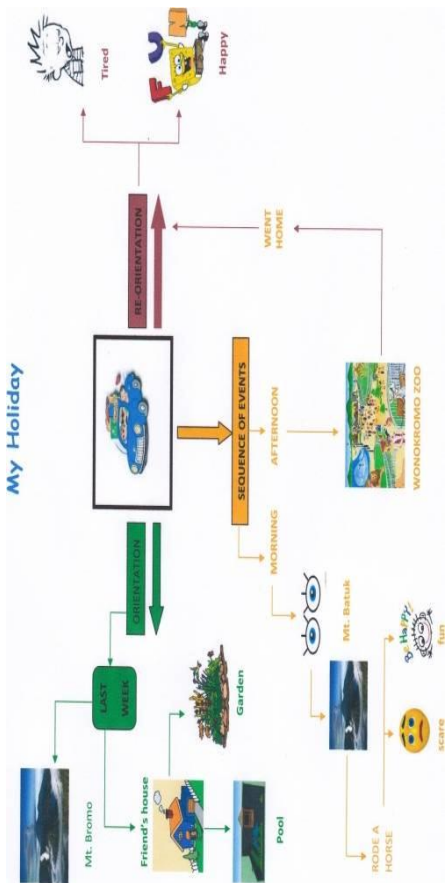
Ana Wihartatik

NIM. 06202244092

CYCLE I	STANDAR KOMPETENSI	KOMPETENSI DASAR	INDIKATOR	MATERI	INPUT	AKTIVITAS	TIME
Meeting 1	6. Mengungkapkan makna dalam teks tulis fungsional dari essay pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.	6.2 Mengungkapkan makna dan langkah retorika dalam essay pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks descriptive dan recount.	<ul style="list-style-type: none"> <li>Mengidentifikasi generic structure dari teks recount.</li> <li>Mengidentifikasi language features dari teks recount.</li> <li>Membuat mind mapping.</li> </ul>	<ul style="list-style-type: none"> <li>Recount texts.</li> <li>Generic structure.</li> <li>Simple past tense pattern.</li> <li>Mind mapping.</li> <li>Practice task: change verb form dan fill the blank.</li> <li>Production task: buat mind mapping.</li> </ul>	<p style="text-align: center;"><b>Yogyakarta Tour</b></p> <p>Last week, I went to Mount bromo. I stayed at my friend's house in Probolinggo, East Java. The house had a big garden with colorful flowers and small pool.</p> <p>In the morning, my friend and I saw Mount Batuk. The scenery was very beautiful. We rode on horse back. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.</p> <p>We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.</p>	<p><b>BKOF:</b></p> <ul style="list-style-type: none"> <li>Opening.</li> <li>Apersepsi.</li> <li>Menjelaskan topic yang akan dibahas.</li> </ul> <p><b>MOT:</b></p> <ul style="list-style-type: none"> <li>Memberikan contoh teks recount.</li> <li>Memberikan contoh mind mapping.</li> </ul> <p><b>JCOT:</b></p> <ul style="list-style-type: none"> <li>Bersama dengan murid, guru mengidentifikasi bagian-bagian teks recount.</li> <li>Guru menjelaskan tentang simple past tense dan penggunaannya.</li> <li>Guru meminta</li> </ul>	2 X 40 menit

					 <p>YOGYAKARTA TOUR</p> <p>thursday</p> <p>friday</p> <p>Sequence of events</p> <p>2 hours</p> <p>5 pm</p> <p>BACK TO HOTEL</p> <p>BUS WISATA</p> <p>GOING HOME!</p> <p>RE-ORIENTATION</p> <p>ORIENTATION</p> <p>Dinehavi Hotel</p> <p>BACK TO HOTEL</p>	<p>untuk membuat kelompok.</p> <ul style="list-style-type: none"> <li>Guru memberikan practice task: Change verb forms and Fill the blank!</li> <li>Bersama dengan murid, guru mendiskusikan task tersebut.</li> <li>Guru mendiskusikan tentang mind mapping.</li> </ul> <p>ICOT:</p> <ul style="list-style-type: none"> <li>Guru memberikan production task: make mind mapping.</li> <li>Guru mengobservasi kegiatan.</li> <li>Jika belum selesai, bisa</li> </ul>	
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						dikerjakan di rumah (Mind mapping).	
<b>Meeting 2</b>	6. Mengungkapkan makna dalam teks tulis fungsional dari essay pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.	6.2 Mengungkapkan makna dan langkah retorika dalam essay pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks descriptive dan recount.	<ul style="list-style-type: none"> <li>Mengidentifikasi generic structure dari teks recount</li> <li>Mengidentifikasi language features dari teks recount</li> <li>Mampu membuat teks recount berdasarkan mind mapping yang sudah dibuat.</li> </ul>	<ul style="list-style-type: none"> <li>Teks recount.</li> <li>Generic structure teks tersebut.</li> <li>Mind mapping yang sudah di buat.</li> <li>Practice task: jumbled paragraph, find and fix 15 errors in a recount text.</li> <li>Production task: membuat task recount dari mind mapping</li> </ul>	<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>My Holiday</b></p> <p>Last week, I went to Mount bromo. I stayed at my friend's house in Probolinggo, East Java. The house had a big garden with colorful flowers and small pool.</p> <p>In the morning, my friend and I saw Mount Batuk. The scenery was very beautiful. We rode on horse back. It was scary, but it was fun. Then, we went to get closer look at the mountain. We took pictures of beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.</p> <p>We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.</p> </div>	<p>BKOF:</p> <ul style="list-style-type: none"> <li>Opening.</li> <li>Apersepsi.</li> <li>Menyampaikan topic yang akan di bahas.</li> </ul> <p>MOT:</p> <ul style="list-style-type: none"> <li>uru memberikan teks recount.</li> <li>uru memberikan mind mapping sebagai contoh.</li> </ul> <p>JCOT:</p> <ul style="list-style-type: none"> <li>uru membahas materi yang sudah jelaskan di pertemuan sebelumnya.</li> <li>uru meminta siswa untuk</li> </ul>	2 x 40 menit

				<p>yang sudah dibuat pada pertemuan sebelumnya atau PR.</p>		<p>membuat kelompok.</p> <ul style="list-style-type: none"> <li>• uru membahas tugas yang diberikan sebelumnya: membuat mind mapping.</li> <li>• uru memberikan practice task: jumbled paragraph and find and fix 15 errors.</li> <li>• ersama dengan murid, guru membahas jawaban dari practice task tersebut</li> </ul> <p>ICOT:</p> <ul style="list-style-type: none"> <li>• uru membagikan production task:</li> </ul>	
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						membuat teks recount berdasarkan mind mapping yang sudah dibuat.	
<b>Meeting 3</b>	6. Mengungkapkan makna dalam teks tulis fungsional dari essay pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.	6.2 Mengungkapkan makna dan langkah retorika dalam essay pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks descriptive dan recount.	<ul style="list-style-type: none"> <li>• Mengidentifikasi generic structure teks recount.</li> <li>• Mengidentifikasi simple past tense</li> <li>• Membuat mind mapping</li> <li>• Membuat teks recount</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz: jumbled paragraphs dan fill the blanks.</li> <li>• Production: membuat mind mapping dan teks berdasarkan mind mapping yang dibuat.</li> </ul>	(Terlampir).	BKOOF: <ul style="list-style-type: none"> <li>• Opening.</li> <li>• Apersepsi.</li> <li>• Menyampaikan topic yang akan di bahas.</li> </ul> MOT: <ul style="list-style-type: none"> <li>• Guru menjelaskan materi yang sudah dipelajari secara singkat.</li> <li>• Membahas tugas yang diberikan pada pertemuan sebelumnya: membuat teks recount bertemakan holiday.</li> </ul>	2 x 40 menit



						ICOT: <ul style="list-style-type: none"> <li>Guru memberikan quiz: jumbled paragraphs dan fill the blanks.</li> <li>Guru memberikan production task berupa: membuat mind mapping dan teks.</li> </ul>	
CYCLE II	STANDAR KOMPETENSI	KOMPETENSI DASAR	INDIKATOR	INPUT	MATERI	AKTIVITAS	WAKTU
Meeting 4	6. Mengungkapkan makna dalam teks tulis fungsional dari essay pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan	6.2 Mengungkapkan makna dan langkah retorika dalam essay pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar,	<ul style="list-style-type: none"> <li>Mampu menggunakan simple past tense</li> <li>Mampu menganalisa language features di sebuah teks recount sederhana</li> <li>Mampu</li> </ul>	<ul style="list-style-type: none"> <li>Teks recount</li> <li>Generic structure</li> <li>Generalize ideas.</li> <li>Practice: jumbled sentence dan generalize ideas dari</li> </ul>	<p><b>My Rush Time as a Journalist</b></p> <p>I usually woke up at eight o'clock a.m. and went to the Press Center to check the daily schedule of briefings and press conferences. It was usually held by the United Nation officials or disaster mitigation team.</p> <p>It was challenging to visit different refugee camps to find soft stories, human interest stories. After that I went back to the Press Center to cover the press conferences of the day.</p>	BKOF: <ul style="list-style-type: none"> <li>Opening</li> <li>Apersepsi</li> <li>Menyampaikan topic yang akan di bahas</li> </ul> MOT: <ul style="list-style-type: none"> <li>Guru memberikan contoh teks recount.</li> </ul> JCOT:	2 x 40 menit

	lingkungan sekitar.	dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks descriptive dan recount.	mengembangkan ide.	beberapa tema. <ul style="list-style-type: none"> <li>Production: membuat mind mapping.</li> </ul>	<p>It was heart breaking when I saw these survivors fight for food and secondhand clothing. Unfortunately as they said, the food and clothing were limited and inadequate. Emerging to glaring, fool noon, it was time to go back to Press Center to write stories and race against time. I was always fearing that the internet would come crushing down.</p> <p>After everything was done, only then I remembered to eat. Most times, I only ate once a day because I always had to rush and again it was difficult to find food. I had to travel quite far. I needed to spend a 30 to 45 minutes by car just to find fresh food.</p>	<ul style="list-style-type: none"> <li>Bersama dengan guru, siswa mengidentifikasi generic structure dari teks tersebut</li> <li>Guru menjelaskan bagaimana mengeneralize-kan sebuah ide.</li> <li>Guru meminta siswa untuk berkelompok.</li> <li>Guru meminta siswa untuk mengerjakan practice task.</li> <li>Guru meminta mereka untuk berpasangan dengan teman satu mejanya.</li> </ul> <p>ICOT:</p> <ul style="list-style-type: none"> <li>Guru memberikan worksheet dan meminta mereka</li> </ul>	
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					<div> <p><b>GENERALIZING IDEAS</b></p> <ul style="list-style-type: none"> <li>• <b>Orientation:</b> <ul style="list-style-type: none"> <li>➤ Woke up at 8 o'clock.</li> <li>➤ Went to press center.</li> </ul> </li> <li>• <b>Sequence of events:</b> <ul style="list-style-type: none"> <li>➤ Human interest stories.</li> <li>➤ Went to the place to take stories.</li> <li>➤ Saw survivors.</li> <li>➤ Back to Press Center to write the story.</li> </ul> </li> <li>• <b>Re-orientation:</b> <ul style="list-style-type: none"> <li>➤ Time to eat.</li> <li>➤ My time as so rush.</li> <li>➤ I would travel again after all.</li> </ul> </li> </ul> </div>	<p>untuk mengerjakan production task (ICOT).</p> <ul style="list-style-type: none"> <li>• Guru mengobservasi process pengajaran</li> <li>• Guru memberika pekerjaan rumah untuk membuat mind mapping dari ide-ide yang sudah mereka generalize kan.</li> </ul>	
<b>Meeting 5</b>	6. Mengungkapkan makna dalam teks tulis fungsional dari essay pendek sederhana berbentuk descriptive dan recount untuk	6.2 Mengungkapkan makna dan langkah retorika dalam essay pendek sederhana dengan menggunakan ragam bahasa	<ul style="list-style-type: none"> <li>• Mampu menggunakan simple past tense.</li> <li>• Mampu membuat mind mapping.</li> <li>• Mampu</li> </ul>	<ul style="list-style-type: none"> <li>• Gambar mind mapping yang sudah dibuat.</li> <li>• Practice: find and fix 25 errors on the recount</li> </ul>	Mind mapping yang di buat siswa.	<p>BKOF:</p> <ul style="list-style-type: none"> <li>• Opening</li> <li>• Apersepsi</li> <li>• Menyampaikan topic yang akan di bahas</li> </ul> <p>JCOT:</p> <ul style="list-style-type: none"> <li>• Guru membahas</li> </ul>	2 x 40 menit

	<p>berinteraksi dengan lingkungan sekitar.</p>	<p>tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks descriptive dan recount.</p>	<p>membuat teks recount.</p>	<p>teks.</p> <ul style="list-style-type: none"> <li>• Re-write the teks.</li> <li>• Production: buat teks recount dari mind mapping yang sudah dibuat.</li> </ul>		<p>production task yang telah dikerjakan sebelumnya.</p> <ul style="list-style-type: none"> <li>• Guru meminta mereka untuk berpasangan dengan teman sebangkunya.</li> <li>• Guru memberikan practice task: find errors!</li> <li>• Guru mengobservasi proses.</li> <li>• Guru meminta kembali jawaban .</li> </ul> <p>ICOT:</p> <ul style="list-style-type: none"> <li>• Guru memberikan worksheet (production task): membuat teks recount</li> </ul>	
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						<p>berdasarkan mind mapping yang telah dibuat.</p> <ul style="list-style-type: none"> <li>• Guru mengamati proses pengerjaan production task.</li> <li>• Setelah selesai, guru menunjuk beberapa siswa untuk membacakan tulisannya di depan kelas.</li> <li>• Guru memberikan nilai bonus kepada siswa yang secara sukarela dan berani maju untuk membacakan ceritanya.</li> </ul>	
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## TASK 1

### MEETING 1

#### A. Practice task:

Fill the blank with the suitable verbs!

Last week my friend and I (are) **were** bored after three weeks of holidays, so we (decide) **decided** to go to Smith Beach.

We (ride) 1. .... our bikes to Smith Beach which is only five kilometers from where we live. When we (arrive) 2. .... at the beach, we were surprised to see that there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we (realize) 3. .... one reason there (are) 4. .... not many people there. It (is) 5. .... also quite windy.

After we (bring) 6. .... some hot chips at the takeaway store nearby, we (ride) 7. .... our bikes down the beach for a while, on the hard, damp part of the sand. We (have) 8. .... the wind behind us and, before we knew it, we were many miles down the beach. Before we (make) 9. .... the long trip back, we (decide) 10. .... to paddle our feet in the water for a while, and then sit down for a rest. While we (are) 11. .... sitting on the beach, just chatting, it suddenly (dawn) 12. .... on us that all the way back, we (will) 13. .... be riding into the strong wind.

When we finally (make) 14. .... it back home, we were both totally exhausted! But we (learn) 15. .... some good lessons that day.

- B. Production  
Buatlah Mind Mapping dari tema “Holiday”.

NAME:

NO:

## TASK II

### MEETING 2

#### A. Practice

B.

Practice task:

**Arrange these jumbled paragraphs into good paragraphs of a recount text by drawing a line!**

A

After we bought some hot chips at the takeaway store nearby, we rode our bikes down the beach for a while, on the hard, damp part of the sand. We had the wind behind us and, before we knew it, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest. While we were sitting on the beach, just chatting, it suddenly dawned on us that all the way back, we would be riding into the strong wind.

ORIENTATION

B

When we finally made it back home, we were both totally exhausted! But we learned some good lessons that day

SEQUENCE OF  
EVENTS

C

Last week my friend and I were bored after three weeks of holidays, so we rode our bikes to Smith Beach, which is only five kilometres from where I live. When we arrived at the beach, we were surprised to see there was hardly anyone there. After having a quick dip in the ocean, which was really cold, we realized one reason there were not many people there. It was also quite windy.

RE-ORIENTATION



Arrange these paragraphs into a good recount text by drawing a line!

1

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

2

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

3

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London.

4

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully and their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Park Desk. They arranged the transfer to a hotel.

**Practice task:**

1. Find 15 errors of verb, spelling, and punctuation and write down those errors.
2. Mark and change those errors into the right orders!

### My Holiday

On Wednesday my students and I go to Yogyakarta. We stay at Dirgahayu Hotel which is not far from Malioboro

Then, on Thursday, we visit the temples in Prambanan, Syiwa and Wisnu temples. They are amazing. We visited only Brahma and Syiwa temples, because Wisnu temple was under renovation. On Friday morning we go to Yogyakarta Kraton. We spend about two hours there. We are lucky because we are led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at 4 p.m. at 5 pm we heard announcement that Borobudur gate would be closing.

Finally, in the evening we left to Jakarta by Wisata Bus.

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**Practice task:**

1. Find 15 errors of verb, spelling, and punctuation and write down those errors.
2. Mark and change those errors into the right orders!

**It was an Earthquake**

Let me remind you my experience during an earthquake last week. When the earthquake happened, I is on my car. i are driving home from my vacation to Bali.

Suddenly my car launch to one side to the left. I think I got flat tire. I does not know that it as an earthquake. I know it was an earthquake when I saw some telepone and electriciti poles falling down to the ground like matchstikcs.

Then, I saw a lot of rocks tumbling across the road. I was traped by the rock. Even I can not move my car at all. There is rocks everywhere. There are nothing I could do but, left the car and walked along way to house, in the town.

When I reach my town, I was so surprised that there are almost nothing left. The eartquake made a lot of damage to my town.

Although nothing was left, I thanked God that nobody was seriously injured.

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11. \_\_\_\_\_

\_\_\_\_\_ 12.

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

**Practice task:**

1. Find 15 errors of verb, spelling, and punctuation and write down those errors.
2. Mark and change those errors into the right orders!

**When I was going to school for the first time**

My mother get me ready for school then i had to wait for her to brush my hair and place everi strand in just the perfect position. i had to show her my shoes that I had clean the night before and my schol bag had to be neatly put on my shoulder before I could get near the door. only after my mother was totally satisfied, I would be allow to rush out of the front door.

I will leave home on 8 am on the dot and make my way down the lane. After a walk of about 700 metre I would be able to see the tall steeple of the school. The Playground would be full in the sumer and the noise would make me want to rush into the yard and get into a good game of fotball before the bel went.

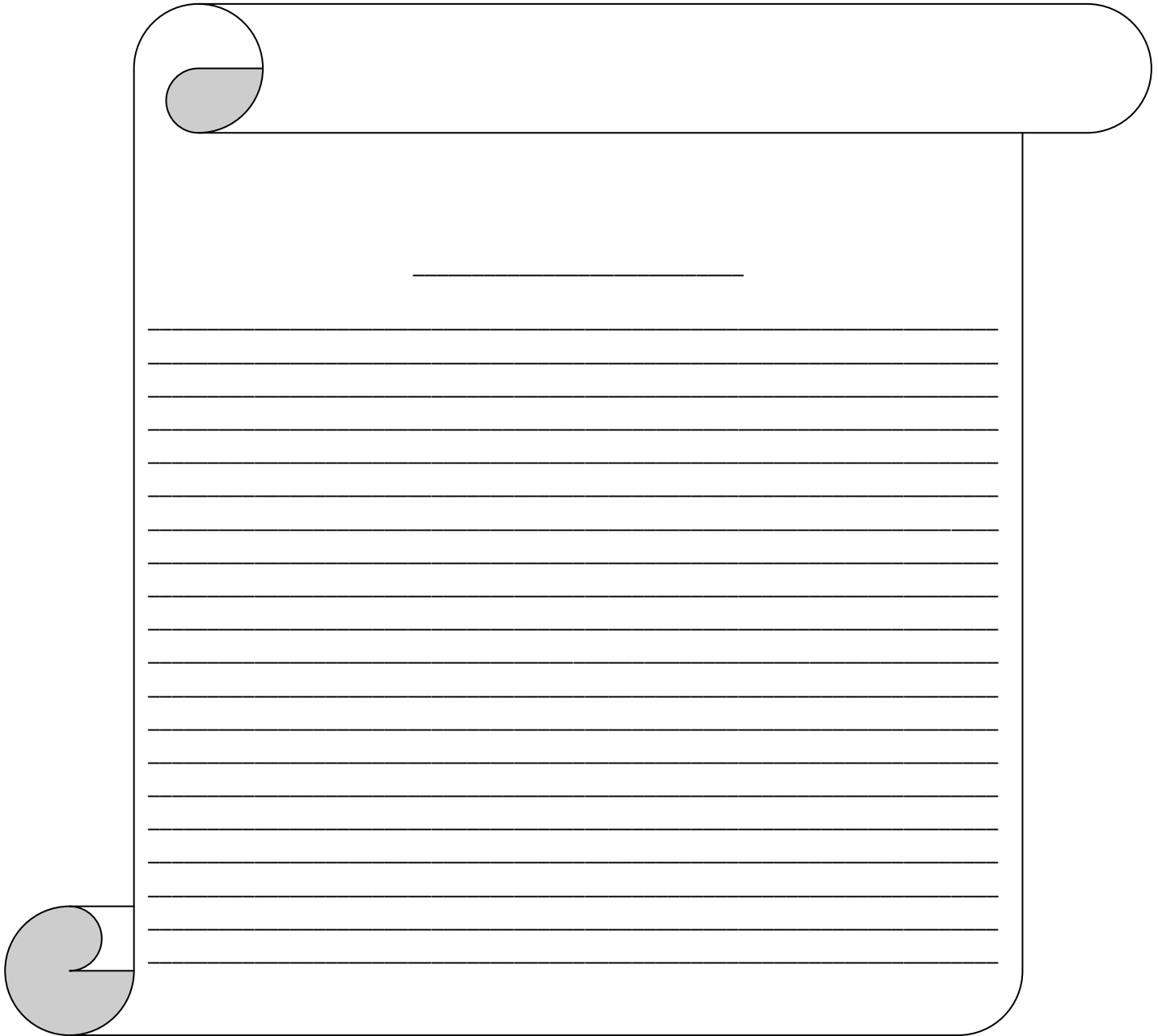
That am my experience while I was in school for the first time.

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15. \_\_\_\_\_

## B. Production

Buatlah sebuah teks dari Mind Mapping yang sudah kalian buat!



A large, stylized notepad template with a rounded top and bottom, a vertical line on the left, and a horizontal line on the right. The central area is filled with horizontal lines for writing. There are two gray circular tabs on the left side, one at the top and one at the bottom.

### TASK III

#### MEETING 3

#### A. QUIZ

NAME : .....

CLASS : .....

NO : .....

A. Arrange the jumbled paragraph by connecting the number to the right paragraph by a line!

1

When the sea was rough, we sailed on a small lake near the sea instead. We were very careful on this lake because there were a lot of sharp rocks there, and the water was shallow. We did not want to damage our friend's boat.

2

There is an island about a mile from our friend's house, and we sailed to it. The water was very clean there; there was a beautiful beach with white sand and no rocks. We bathed there. It was a lot of fun

3

There were not many fish in the lake, but in the sea we caught a lot with a hook, line and small pieces of bread. The fish were not very big, but they tasted very good. When the weather was fine, we sailed to his land at lunch time, collected pieces of dry wood and fried or grilled our fish over them on the beach

4

My family likes the sea very much. When we had holiday last year, we went to a place at the seaside and borrowed a boat from one of our friends. Then we sailed and fished on the sea all day. We also had races against other boats.

NAME :  
CLASS :  
NO :

A. Arrange the jumbled paragraph by connecting the number to the right paragraph by a line!

1

After everything was done, only then I remembered to eat. Most times, I only ate once a day because I always had to rush and again it was difficult to find food. I had to travel quite far. I needed to spend a 30 to 45 minutes by car just to find fresh food

2

I usually woke up at eight o'clock a.m. and went to the Press Center to check the daily schedule of briefings and press conferences. It was usually held by the United Nation officials or disaster mitigation team.

3

It was challenging to visit different refugee camps to find soft stories, human interest stories. After that I went back to the Press Center to cover the press conferences of the day.

4

It was heart breaking when I saw these survivors fight for food and secondhand clothing. Unfortunately as they said, the food and clothing were limited and inadequate. Emerging to glaring, fool noon, it was time to go back to Press Center to write stories and race against time. I was always fearing that the internet would come crushing down.

NAME :  
CLASS :  
NO :

A. Arrange the jumbled paragraph by connecting the number to the right paragraph by a line!

1

2

3

4

5

I followed the doctor's instructions, and I am happy to say that now I feel quite well again.

I went straight to my doctor, who was a good friend of mine. "What's the matter with you?" he asked. "I have every illness in the medical encyclopedia." I told him how I read the medical encyclopedia. Then he opened my mouth and looked at my tongue, and he felt my pulse, and he listened to my heart. Then he sat down and wrote a prescription. It said:

- 3 good meals every day
- A two-mile walk every day morning
- Be in bed at 11 o'clock every night
- Don't read medical books!

Then, in a kind of dream, I started to turn the pages of the book again. I came to malaria. Yes, there was no doubt about it. I had malaria too, I certainly had hepatitis, yellow fever, and so it went on. I read through the whole book, and by the end I came to the conclusion that I had every illness. There was only one illness I didn't have and that was housemaid's knee.

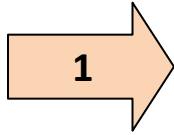
I sat and thought, and I became more and more worried. I wondered how long I had to live. I examined myself. I felt my pulse. At first, I couldn't find it at all; then, suddenly it seems start off. I looked at my watch to time it – it was beating 147 times a minute. I tried to feel my heart. I couldn't feel it. It wasn't beating. I stuck my tongue out and tried to look at it. I could only see the end of it, but from that I was even more certain than before that I had yellow fever.

One day I was sitting in the local library, I started to read a medical encyclopedia that was lying on the table in front of me. The first illness I read about was cholera. As I read the list of symptoms, it occurred to me that perhaps I had cholera myself. I sat for a while, too frightened to move.

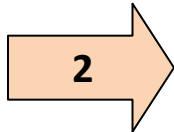


NAME :  
CLASS :  
NO :

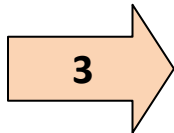
A. Arrange the jumbled paragraph by connecting the number to the right paragraph by a line!



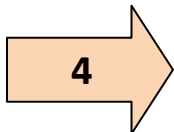
Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground.



Thank God, I was safe even though I have mud all over my face. It was embarrassing. But, it was really fun.



Last week, my uncle asked me to go fishing with him in the river near house. He also told me the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it well.



We left at 9 a.m. when we got to the river, there were already some people. There were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.

B. Write down the 20 suitable verbs!

Last Saturday I (wake up) ..... early, but I (do not) ..... get up because there (is) ..... no school. Suddenly, my telephone (is) ..... rung. It was my friend Fanny, she (ask) ..... me to go out at 10.00 o'clock. She (want) ..... to buy something in traditional market.

Finally, we (are) ..... out. In the street, I (see) ..... a piece of pink coupon. Interested with its colour, I (take) ..... it, then Fanny and I (read) ..... this out. We (are) ..... fully shocked, it (is) ..... a receipt of a four nights tour to Lombok !! The expired date was that day. To our surprised, the name (is) ..... Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God!!

We (are) ..... thinking that maybe the coupon just fell from the sky and it (is) ..... there for us. We were in hurried to the address of the tour agency that issued the coupon. The tour agency (take care) ..... of everything. We (go) ..... home and still could not believe what was going on. Two days later we were on the Senggigi Beach, (lay) ..... in the warmth sun. Moreover, we had long public holiday, so we (can) ..... enjoy the "gift" happily. We also (buy) ..... some presents for our family and friends.

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20. ....

B. Write down the 20 suitable verbs!

On April 16th, 2010, I (think) ..... this would be a great holiday for me because that (is) ..... the holy day for Hindhu people . I was so tired about the study, so I (guess) ..... this time I could get full refresh anyway. However, the fact said the other way.

First like an ordinary daughter, I (have) ..... to get up early morning helping my mother, of course after I prayed. Then I (do) ..... my chores, cleaned up my room, and (spread) ..... out my bed under the sun ray. I (is) ..... really in danger if my mom knew that my room (is) ..... messy. So, I (make) ..... it as soon as possible. Second, my aunts (call) ..... me in the afternoon. I (do not) ..... meet them for a long time, that (is) ..... the way I (keep) ..... for hours to talk with them. After that, unpredictable my neighbor (visit) ..... me. She (ask) ..... my help finishing her homework. At last, the time (is running) ..... and I just (remember) ..... that I had a lot of homework. I (get mad) ....., confused and regretful why I did not check my homework before. I did my home work until 2 a.m the next morning.

I (do not) ..... feel this was holiday instead of I had to work hard and (get) ..... a long ship with my homework.

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B. Write down the 20 suitable verbs!

I like to go out to find a new place. When I was in second semester, I (want) ..... to Bekasi alone to visit my friend. I (build) ..... my strenght to go there without knowing anything.

Firstly, I (go) ..... to Terboyo to find Sinar Jaya bus to Bekasi. Unfortunately, there (is) ..... no Sinar Jaya bus. A man in a locket (tell) ..... me to go to someone who could bring me to Bekasi. I (feel) ..... so happy bacause my planning would be happen. I just (pay) ..... money and got the bus. Everything was gonna be alright until the bus came to Tegal.

In Tegal bus station, a man in the bus (ask) ..... me go out from the bus because that bus (will) ..... bus come to Bandung,,not Jakarta ones. I (feel) ..... so confused because there (are) ..... so many strange men around me. After they (talk) ..... for several hours, i was (bring) ..... to a new one. I (try) ..... to adapt in that bus. People around me said that (is) ..... true bus to Bekasi. I could not guess what I felt. The bus (walk) ..... so fast until in Cikampek. When the bus was in Cikampek subway, someone (tell) ..... me that the bus (do not) ..... pass Cikarang, so when I (want) ..... to go there, I had to take off in Lippo.

Fortunately, a man (tell) ..... me that he had the same destination with me. I felt so happy. I could not imagine if there was not that man.

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B. Write down the 20 suitable verbs!

One day, when I was ten years old, my father (buy) ..... an old motorcycle. That was "Honda 75". I thought it was small light object and easy to ride it. I (persuade) ..... my father to teach me to ride "Honda 75". Firstly, my father (refuse) ..... my request and (promise) ..... that he would teach me two or three years later, but I still whimpered. Finally, my father (surrender) ..... and (promise) ..... to teach me.

He (begin) ..... to teach me riding the motorcycle around a field in my village. My father (is) ..... very patient to give me some directions. I (is) ..... very happy when I (realize) ..... my ability to ride a motorcycle. "Yes, I can".

One day later, when I (is) ..... alone at home, I (intent) ..... to try my riding ability. So, myself (try) ..... bravely. All (run) ..... fluently in the beginning, but when I was going back to my home and I must (pass) ..... through a narrow slippery street, I got nervous. I lost my control and I (fall) ..... to the ditch.

After that, I (tell) ..... my father about the last accident. I (imagine) ..... my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just (give) ..... me some advices and since that accident, I (get) ..... my father's permission to ride motorcycle.

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B. Translate the sentences below into good sentence!

1. Saya pergi ke rumah nenek saya hari minggu yang lalu.
2. Saya pergi menghadiri pesta pernikahan bersama ayah dan ibu saya hari sabtu kemarin.
3. Kami tidak membeli wortel, tomat, dan cabai di pasar tadi pagi.
4. Pamannya Tony tiba di Yogyakarta pukul 05.00 pagi.
5. Ibunya Sinta memeriksakan adiknya Sinta ke rumah sakit Panti Rapih satu minggu yang lalu.
6. Apakah kamu belajar semalam?
7. Dua hari yang lalu, Kakek dan ayah pergi ke Surabaya.
8. Mereka pergi selama dua minggu.
9. Adikku tidak lapar.
10. Dia hanya lelah karna dia terlalu senang bermain dengan teman-temannya.

C. Translate the sentences below into good sentence!

1. Sebulan yang lalu, ayah dan ibunya Dina pergi ke Paris untuk berbelanja.
2. Saya sedih karna saya tidak dibelikan permen kemarin.
3. Saya tidak pergi kesekolah karna sakit hari senin yang lalu.
4. Saya dan keluarga pergi bertamasya ke Goa Pindul kemarin.
5. Kami berangkat ke Goa Pindul sekitar jam 09.00 pagi.
6. Ibu mempersiapkan makan siang sebelum kami pergi ke Goa Pindul.
7. Ketika kami sampai di Goa Pindul, kami harus membayar tiket masuk.
8. Beberapa tahun yang lalu, saya tidak suka bernyanyi.
9. Ayah membeli mobil baru sekitar seminggu yang lalu.
10. Apakah kucingmu mati kemarin siang?

C. Translate the sentences below into good sentence!

11. Saya pergi ke rumah nenek saya hari minggu yang lalu.
12. Saya pergi menghadiri pesta pernikahan bersama ayah dan ibu saya hari sabtu kemarin.
13. Kami tidak membeli wortel, tomat, dan cabai di pasar tadi pagi.
14. Pamannya Tony tiba di Yogyakarta pukul 05.00 pagi.
15. Ibunya Sinta memeriksakan adiknya Sinta ke rumah sakit Panti Rapih satu minggu yang lalu.
16. Apakah kamu belajar semalam?
17. Dua hari yang lalu, Kakek dan ayah pergi ke Surabaya.
18. Mereka pergi selama dua minggu.
19. Adikku tidak lapar.
20. Dia hanya lelah karna dia terlalu senang bermain dengan teman-temannya.

D. Translate the sentences below into good sentence!

11. Sebulan yang lalu, ayah dan ibunya Dina pergi ke Paris untuk berbelanja.
12. Saya sedih karna saya tidak dibelikan permen kemarin.
13. Saya tidak pergi kesekolah karna sakit hari senin yang lalu.
14. Saya dan keluarga pergi bertamasya ke Goa Pindul kemarin.
15. Kami berangkat ke Goa Pindul sekitar jam 09.00 pagi.
16. Ibu mempersiapkan makan siang sebelum kami pergi ke Goa Pindul.
17. Ketika kami sampai di Goa Pindul, kami harus membayar tiket masuk.
18. Beberapa tahun yang lalu, saya tidak suka bernyanyi.
19. Ayah membeli mobil baru sekitar seminggu yang lalu.
20. Apakah kucingmu mati kemarin siang?



C. Translate the sentences below into good sentence!

1. Saya meminjam buku di perpustakaan hari kamis yang lalu.
2. Saya tidak pergi ke perpustakaan pagi ini.
3. Saya terlambat datang ke sekolah pagi ini.
4. Saya dihukum karna saya datang terlambat pagi ini.
5. Apakah kamu tidak mengunjungi adikmu yang sakit di rumah sakit?
6. Apakah Dino datang ke pesta ulang tahunnya Zia semalam?
7. Zia mengadakan pesta ulang tahun di hotel Santika semalam.
8. Zia tidak mengundang semua teman sekelasnya.
9. Ia hanya mengundang beberapa sahabatnya ke pesta ulang tahunnya dua hari yang lalu.
10. Setahun yang lalu, saya berlibur ke Belanda selama dua minggu.

C. Translate the sentences below into good sentence!

1. Dia tidak mencuri ayam tapi, dia hanya mencuri sepeda tetangganya.
2. Saya dan keluarga mempunyai pengalaman yang luar biasa bulan lalu.
3. Saya dan keluarga berlibur di pantai Sanur di sore hari.
4. Pemandangan saat itu sungguh luar biasa.
5. Kami sekeluarga tidak bisa melupakan pengalaman tersebut.
6. Sore itu juga, kami membeli oleh-oleh untuk kakek dan nenek.
7. Albert membeli sepeda gunung di toko sepeda kemarin malam.
8. Jane pergi berlibur ke Hongkong seminggu yang lalu.
9. Adikku memecahkan satu lusin piring nenek pagi ini.
10. Saya pergi ke kolam renang untuk belajar berenang sore tadi.

## TASK IV

### MEETING 4

#### A. Practice

IRREGULAR VERBS		
V <sub>1</sub>	V <sub>2</sub>	MEANING
Think	Thought	fikir
Go		
See		
find		
Say		
Eat		
buy		
Ride		
Learn		
bring		

## B. Production

Choose one and generalize the topic that you have chosen below into some ideas!

1. My Unforgettable Holiday
2. My Trip to Gembira Loka Zoo
3. Before I Went to School
- 4.

## GENERALIZING IDEAS

NAME : \_\_\_\_\_

NO : \_\_\_\_\_

[illegible]

Buatlah Mind Mapping dari tema dan ide-ide yang telah kalian kembangkan!






NAME:




NO:

### A. Production

NO :

## PICTURES

	<p>The researcher was explaining the material. Based on plan in Cycle 1 meeting, the researcher introduced the Mind Mapping as the new technique in writing.</p>
	<p>The researcher asked the students to work in group with their friend.</p>
	<p>A student tried to complete the activity task.</p>
	<p>The researcher asked a student to read a text loudly. By this activity, the researcher gave rewards to him.</p>
	<p>Some students were encouraged by the researcher will get reward for whose gave perfect answer in front of the class.</p>

	<p>The researcher helped a student in solving his problem.</p>
	<p>This is the situation of students' activities. The researcher let them to discuss their task.</p>
	<p>The researcher always helped and answered the students' question dealing with the material.</p>

## **INTERVIEW GUIDELINES FOR INTERVIEWING THE TEACHER**

1. Suka duka mengajar pelajaran bahasa Inggris? Apa kesulitannya?
2. Apakah kondisi sekolah mendukung proses belajar bahasa Inggris? Fasilitas belajar?
3. Potensi bahas Inggris siswa secara umum?
4. Potensi bahasa Inggris siswa di kelas sample?
5. Atmosfer kelas? Interest siswa terhadap bahasa Inggris? Apakah siswa tergolong aktif?  
Bagaimana cara memotivasi siswa?
6. Bagaimana dengan kemampuan writing siswa?
7. Bagaimana teknik mengajar writing selama ini?
8. Bagaimana dan apa sajakah media pembelajaran (buku, LKS, etc)?
9. Kondisi kelas? Apakah mixed-level?
10. Apa kendala mengajar di mixed-level? Khususnya saat mengajar writing?
11. Apa yang dilakukan? Teknik mengajar?
12. Bagaimana teknik penguasaan kelasnya?
13. Materi? Task?
14. Apakah task diberikan dalam jenis dan level yang sama untuk semua siswa?
  - a. Jika SAMA
    - Seperti apa bentuknya?
    - Bagaimana task demand dan support-nya?
    - Apakah semua siswa dapat menyelesaikan tugas dalam waktu yang sama?
    - Bagaimana setting pengajaran tugasnya? Individu? Berpasangan? Berkelompok?
    - Apakah ada siswa yang merasa tertinggal?
    - Apakah tujuan belajar tercapai?
  - b. Jika TIDAK SAMA
    - Bentuk task-nya seperti apa?
    - Hasilnya bagaimana?
15. Bagaimana dengan persiapan sebelum menulis? Apakah siswa diberikan persiapan yang cukup?
16. Setelah siswa selesai mengerjakan serangkaian tugas tertentu, apakah siswa diberikan tugas tambahan atau materi pengayaan?



17. Bagaimana siswa mengerjakan tugas? Sendiri? Berpasangan? Berkelompok? Bagaimana hasilnya? Kendala?
18. Apa tanggapan siswa ketika diminta mengerjakan tugas group?
19. Bagaimana system grouping-nya? Acak atau sesuai level of abilitu?
20. Apa yang dilakukan ketika siswa mengerjakan tugas?
21. Feedback hanya diberikan pada saat final product atau dimulai dari sejak proses drafting?
22. Bagaimana cara mengevaluasi hasil writing siswa? Apa bentuknya?
23. Apa yang anda harapkan dalam proses pengajaran bahasa Inggris kedepan? Khususnya pelajaran writing?

#### **INTERVIEW GUIDELINES FOR STUDENTS BEFORE ACTION**

1. Nama?
2. Apakah kamu suka dengan bahasa inggris?
3. Apakah penting bagi kamu untuk mempelajari bahasa inggris? Alasan!
4. Apakah kamu suka dengan pelajaran menulis berbahasa inggris? Alasan!
5. Susah atau mudah pelajaran menulis berbahasa inggris bagi kamu?
6. Bagaimana guru mnjelaskan materi khususnya menulis dengan menggunakan bahasa inggris?
7. Bagaimana dengan media yang digunakan guru saat menjelaskan materi?
8. Bagaimana dengan pelajaran grammar? Susah atau mudah? Alasan!
9. Bagaimana dengan task-task yang diberikan oleh guru?
10. Apakah kamu suka belajar berkelompok atau individual? Alasan!

## **INTERVIEW GUIDELINES FOR STUDENTS AFTER ACTION**

1. Nama?
2. Setelah R mengajar kalian, apakah kalian menjadi suka atau makin suka dengan pelajaran bahasa inggris? Alasan!
3. Setelah R mengajar kalian, apakah menurutmu bahasa inggris itu penting untuk dipelajari?
4. Setelah R mengajara, apakah kalian menyukai menulis sebuah teks dengan bahasa inggris?
5. Bagaimana dengan media yang digunakan R?
6. Setelah R mengajar, bagaimana dengan kemampuan kalian memahami grammar dalam penulisan sebuah teks?
7. Bagaimana dengan task-task yang diberikan R?
8. Apakah sekarang kalian bisa menulis sebuah teks recount dengan baik dan benar? Alasan!
9. Aktivitas apasajakah yang kalian sukai ketika R mengajarkan kalian tentang menuli berbahasa inggris?
10. Setelah R mengajar, sistem belajar pakah yang kalian sukai? Kelompok atau individual?

## INTERVIEW TRANSCRIPT BY THE ENGLISH TEACHER

Interviewer : The researcher  
Interviewee : The English Teacher  
Time-date : 11.30, November 14<sup>th</sup>, 2012

R : “Selamat siang bu?”

ET : “Siang mbak. Ada apa ya?”

R : “Boleh minta waktunya sebentar bu? Ada beberapa pertanyaan yang mau saya tanyakan kepada ibu untuk bahan observasi saya.”

ET : “ohh..boleh mbak. Di meja piket saja ya mbak.”

(ET mengajak R duduk di balik meja piket di depan ruang kantor guru).

R : “pertanyaan pertama saya buka dengan pertanyaan tentang suka-duka ibu mengajar di sekolah ini apa bu?”

ET : “ya pertama ya..materinya mbak. Ya karna saya baru penyesuaian di sekolah ini. Karna saya baru 5 bulan mengajar di sekolah ini. Sebelumnya saya mengajar di SD. Tapi, setelah beberapa bulan akhirnya saya bisa menyesuaikan.”

R : “lalu bagaimana cara ibu dalam menangani kelas yang ibu sedang ajar?”

ET : “kalau tentang handling class, saya juga ada kesulitan tapi, ya pertama-pertama memang kesulitan itu ada tapi, setelah beberapa bulan itulah Alhamdulillah saya bisa menyesuaikan. Tapi, memang ada 1 kelas yang anak-anaknya itu agak susah di handling, yaitu kelas 8E dan memang banyak guru yang complain.”

R : “Apakah kondisi sekolah mendukung proses pembelajaran bahasa inggris bu?”

ET : “sangat! Pak Emed (kepala sekolah SMP N 2 Yogyakarta) itu sangat care about fasilitas. Apakah fasilitas sudah tercukupi atau belum. Bahkan pak Emed menantang untuk para guru berlangganan majalh berbahasa inggris. Untuk hal ini beliau sangat bersedia sekali. Beliau menanyakan tentang hal ini setiap awal tahun. Kalau ada kesempatan untuk mendapatkan bantuan tentang bahasa inggris, Pak Emed selalu menanyakan kepada guru-guru yang lain, termasuk saya, fasilitas apa saja yang dibutuhkan. Begitu mbak.

R : “lalu, bagaimana dengan potensi kemampuan berbahasa inggris siswa kelas VIII F bu?”

- ET : “kalau dilihat secara umum ya rata-rata mbak. Mereka ini rata-rata akan menjadi bagus. Saya juga membagi mereka dalam 3 level, yaitu low, bagus, sangat bagus. Nah mereka ini kalau saya lihat ada di level yang kedua mbak. Nah yang sangat bagus misalnya anak-anak yang sudah native gitu ya, nah itu sangat bagus! Kalau low sampe yang tidak naik kelas itu ya ada beberapa mbak, gak banyak kok”.
- R : “apakah mereka kondusif ketika mengikuti proses belajar-mengajar bu?”
- (sekarang lebih ke hal yang specific ya bu, tentang kemampuan mereka menulis bahasa inggris).
- ET : “yah asalkan kegiatannya menarik mereka akan mengikuti dengan baik. Yang sulit itu kegiatan writing. Mereka itu sulit dalam mengungkapkan ide dan ya tulisan mereka msaih jauh dari baik mbak. Memang sulit itu mbak. Tapi, kalau ada kegiatan yang menarik dalam skill itu mereka juga akan produce dengan baik. Walaupun tidak betul tapi mereka akan melakukan dengan baik asalkan kegiatannya menarik”. Namun juga ada beberapa anak yang ya tidak naik dan ada beberapa yang lambat. Ya seperti itu mbak kondisi di lapangan.
- R : “bagaimana dengan kemampuan menulis mereka bu?”
- ET : “ya kalau menulis sih mereka rata-rata kurang mbak dalam hal kemampuannya. Tidak semua bisa. Tapi ya ada beberapa yang memang sudah bisa namun sebagian besar mereka belum lancar”.
- R : “permasalahan terbesarnya apa bu?”
- ET : “ya permasalahan terbesarnya dalam penguasaan vocabulary dan tenses. Mereka kesusahan ketika harus menyusuk kata menjadi sebuah kalimat. Mereka sangat kesulitan untuk itu.”
- R : “lalu, bagaimana solusi yang ibu coba berikan kepada mereka?”
- ET : “ya saya per kaya vocab mereka, misalkan memberikan tugas tentang menyusun kalimat. Saya terangkan bagaimana menyusun kalimat dengan baik. Asalkan mereka di jelaskan dulu, baru setelahnya mereka akan mengikut dengan baik. Itu aja mbak.”
- R : “media yang ibu gunakan apa bu?”
- ET : “ya selama ini terkadang saya cuma menggunakan LCD mbak. Saya juga menggunakan LKS. Saya juga menggunakan buku yang telah disediakan dari sekolah. Itu saja mbak.”
- R : “apakah task-task yang ibu berikan tentang menulis bervariasi?”
- ET : “ya bervariasi mbak tergantung tujuan dan sedang belajar apa pada hari itu. Untuk tiap kelas berbeda tasknya, tapi sama untuk 1 kelas. Tidak saya beda-bedakan task untuk 1 kelas. Tidak ada hal-hal yang terlalu gimana gt mbak hehe, ya..besok-besoklah saya coba untuk lebih membuat kelas bervariasi lagi.”
- R : “bagaimana cara ibu memotivasi mereka untuk bisa menulis berbahasa inggris bu?”

- ET : “emm..dengan memberikan kegiatan yang menarik dan menantang mbak. Karna sedikit ditantang biasanya mereka akan sedang. Juga menggunakan media yang telah disediakan dari sekolah, seperti LCD mbak.”
- R : “seperti rewards permen atau nilai tambah gitu bu ada tidak?”
- ET : “emm..saya biasanya hanya memberikan reward “oke bagus!” lalu tepuk tangan. Tapi kalau memberikan seperti permen itu jarang sekali. Tapi pernah sekali dan itu sudah lama sekali. Ya ini juga bisa jadi hal yang akan saya lakukan besok-besok mbak hehe “.
- R : “bagaimana cara ibu mengevaluasi hasil menulis mereka?”
- ET : “saya hanya melihat, memberikan tanda jika ada yang salah lalu saya benarkan.”
- R : “apakah menurut ibu tujuan pembelajaran menulis berbahasa inggris sudah tercapai?”
- ET : “ya..asalkan mereka sudah bisa membuat tulisan yang benar sesuai yang diminta menurut saya sudah cukup mbak. Tapi untuk saat ini memang belum.”
- R : “ya cukup ini saja bu untuk hari ini. Terimakasih bu. Sekalian saya pamit bu. Besok minggu depan hari selasa Inshaallah saya sudah siap dengan materi saya.”
- ET : “baik mbak. Terimakasih juga. Ya..saya anggap apa yang kurang dari saya ini bisa saya perbaiki. Sama-sama menguntungkan sebenarnya keberadaan mbak disini. Oke kalau gitu mabk hati-hati di jalan. Besok selasa saya tunggu.”



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN**  
**UNIVERSITAS NEGERI YOGYAKARTA**  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
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FRMFBS/33-01  
 10 Jan 2011

Nomor : 1230c/UN.34.12/PP/X/2012  
 Lampiran : 1 Berkas Proposal  
 Hal : **Permohonan Izin Penelitian**

15 Oktober 2012

Kepada Yth.  
 Gubernur Daerah Istimewa Yogyakarta  
 c.q. Kepala Biro Administrasi Pembangunan  
 Sekretariat Daerah Provinsi DIY  
 Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

***Significance of Mind Mapping in Improving the Students' Writing Skill among the 2nd Year at SMP Negeri 2 Yogyakarta***

Mahasiswa dimaksud adalah :

Nama : ANA WIHARTATIK  
 NIM : 06202244092  
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
 Waktu Pelaksanaan : Oktober – Desember 2012  
 Lokasi Penelitian : SMP Negeri 2 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

Dr. Widyastuti Purbani, M.A.  
 NIP. 19610524 199001 2 001

Tembusan:  
 Kepala SMP Negeri 2 Yogyakarta



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/8425/V/10/2012

Membaca Surat : Dekan Fak. Bahasa & Seni UNY  
Tanggal : 15 Oktober 2012

Nomor : 1230c/UN.31.12/PP/X/2012  
Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : ANA WIHARTATIK  
Alamat : Karangmalang Yogyakarta  
Judul : SIGNIFICANCE OF MIND MAPPIN IN IMPROVING THE STUDENTS WRITING SKILL AMONG THE 2ND YEAR AT SMP N 2 YOGYAKARTA  
Lokasi : SMP N 2 YOGYAKARTA Kec. GONDOMANAN, Kota/Kab. KOTA YOGYAKARTA  
Waktu : 18 Oktober 2012 s/d 18 Januari 2013

NIP/NIM : 06202244092

**Dengan Ketentuan**

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id) dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 18 Oktober 2012

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan  
Ub.

Kepala Biro Administrasi Pembangunan

Hendar Susilowati, SH

NIP. 19580120 198503 2 003

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta cq Ka. Dinas Perizinan
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta.
5. Yang Bersangkutan



KEMENTERIAN PENDIDIKAN NASIONAL  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/32-01  
10 Jan 2011

Nomor : IIII / UN / 24.12 / PB1 / x / 2012  
Lampiran : Proposal skripsi  
Hal : Permohonan Ijin Survey/Obsevasi/Penelitian

Kepada Yth.....

Pembantu Dekan I

FBS UNY

Dengan hormat,

Menanggapi surat dari Saudara:

Nama : Ana Wihartatik

No. Mhs. : 06202244092

Jur/Prodi : Pendidikan Bahasa Inggris

Lokasi Penelitian : SMP N 2 Yogyakarta

Judul Penelitian : Significance of Mind Mapping in Improving the Students' Writing Skill among

the 2nd Year at SMP N 2 Yogyakarta

Tanggal Pelaksanaan : 21 Oktober 2012

Berkaitan dengan hal itu, mohon kepada Bapak/Ibu untuk berkenan menerbitkan Surat Ijin Survey/Obsevasi/Penelitian.

Atas perhatiannya disampaikan terimakasih.

Hormat kami  
Ketua Jurusan Pendidikan Bahasa Inggris  
FBS UNY,

Drs. Samsul Ma'arif, M.A.

NIP 1963 0423 1970 03 1 004



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